

# Bow Community Primary School

## Behaviour Policy



### 1. Introduction

We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include: Resilience, Independence, Ambition and Achievement. We also encourage and support our pupils in developing their skills to care, respect, honesty and have concern for oneself and others, care and respect for property and for the environment.

Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and in the ways we expect others around us to behave. For this reason it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and well-being.

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 self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

This policy has been developed through a consultative process involving children, parents, staff and governors. It therefore reflects a common and agreed view. To ensure that this continues to be the case it will be reviewed annually and comments will be regularly invited through parent surveys, the newsletter and meetings of the School Council, staff and governors.

### 2. Aims and expectations

2.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and is underpinned by a sense of 'Pride, in all we do'.

2.2 Our behaviour policy aligns with the use of positive behaviour strategies.

2.3 Bow Community Primary School has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an

2.4 The school expects every member of the school community to behave in a considerate way towards others.

2.5 We treat all children fairly and apply this behaviour policy in a consistent way.

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2.6 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

2.7 Bow school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### 2.8 School Code

We have an agreed School Code for the school community.

- We are kind and helpful
- We are respectful
- We are honest
- We are polite
- We try our best

These are displayed around the school.

## 3. Rewards

3.1 We praise and reward children for good behaviour in a variety of ways, on an individual basis as well as on a collective basis.

- Use consistent praise for positive behaviours and draw attention of others to their positive behaviours
- Children are invited to visit the Headteacher to celebrate positive behaviours.
- Children, *from each class, are rewarded for good work and good attitudes during the week, and celebrated via our class 'Learning Flames'*. (These are linked with our school Values of Resilience, Independence, Ambition and Achievement. They are also linked with our implicit values of care, respect, honesty and have concern for oneself and others, care and respect for property and for the environment).
- Children are rewarded with smiley' faces; 10 smiley faces are rewarded with a 'House Team Token' (5 smiley faces in KS1), which is the colour of the child's house team (Red = Oak, Yellow = Elm, Green = Ash and Blue = Beech).
- House Team Tokens are on display in the Reception area. When a child is awarded a House Team Token, they place their token in their respective container.
- House team tokens are awarded for instances of excellence in the curriculum across both KS1 and KS2.
- Points are counted at the end of each half term. The team with the highest number of house team points will be allowed to come to school in non-uniform on the last day of the half term.
- House points are aggregated over the year and during the final term, the team that has collected the most over the year (including points from the final positions of the House Teams on Sports Day) will be rewarded with, for example, a games afternoon.

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- The school acknowledges all the efforts and achievements of children; achievements are acknowledged in a whole school assembly.
- Classes display 'What a good learner looks like,' posters. We recognise that, due to additional needs, some pupils may not be able to fully show these behaviours and we amend as appropriate. Generally, we support the pupils in learning how to show good behaviours for learning.

### 4. Sanctions

**4.1** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, dependent upon the age of the pupil and the severity of their actions. Physical and verbal abuse will not be tolerated.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit in a new place in the class.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, with support.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident on our Child Protection Online Monitoring System (CPOMS) – which is an electronic record keeping system - and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. If this continues to happen, the child will be suspended from school and further support for the family and child will be sought.
- If a child repeatedly uses bad language they will be removed from class. If this pattern of behaviour continues, a meeting with parents will be arranged in order to support the child. If this continues to happen, the child will be suspended from school and further support for the family and child will be sought.
- If a child is physically aggressive towards a member of staff, this will result in the child being suspended and further support for the family and child will be sought.
- If a child is verbally aggressive towards a member of staff, this may result in the child being suspended and further support for the family and child will be sought.
- In very rare instances, a child may go straight to the Headteacher, who will deal with the situation.
- On rare occasions, a child may abscond from school – or run away. In these instances, we will NOT chase the child. In the first instance, will try to contact the parent to inform them of this. If they are not contactable, we will contact the police, informing them that a child has left the premises. We will pass on the child's name, date of birth, and contact details.

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These steps outline an approach for within the classroom:

1. At the first point of unacceptable behaviour, pupils are asked to 'think' about their behaviour and how it is unacceptable. This is considered a verbal warning.
2. At the second point of unacceptable behaviour, pupils are issued with a second verbal warning.
3. Should the behaviour continue, the child is asked to 'respect' the class code card (this may be with or without teacher/ teaching assistant interaction). The child is then given up to 5 minutes 'take up time' to rectify the behaviour.
4. Should the behaviour continue, the child is given a consequence, which is an opportunity to reflect. As a result of this they will miss some of their play/ lunch break. This will be up to 5 minutes for a pupil in Key Stage 1 and up to 10 minutes for a pupil in Key Stage 2. During this time, they will be given opportunity to talk through their behaviour with an adult (preferably their class teacher).

1. A verbal warning - my teacher will remind me how I should be behaving.	
2. A second verbal warning.	
3. Time out to think about my behaviour.	
4. Loss some playtime.	
5. Spend some time with Mrs Wilcock, Mrs Gillard or the Johnston.	
6. A meeting with my parents/carers.	

If unacceptable behaviour continues, this will result in time to reflect with a member of SLT. Additional support measures may be put in place, for example a reward chart or an internal exclusion for a full or half day (age and incident dependent).

5. If unacceptable behaviour continues, or a child receives 3 consequences in a week, this will result in a meeting being set up with their parents, class teacher and a member of the leadership team to discuss any additional support measures that are required (e.g. a Behaviour Care Plan).

It is the class teacher's responsibility to inform parents/carers about any consequence given.

*The above outline may not be appropriate for some children with SEND or a SEMH plan and a separate programme will be in place.*

4.2 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

## 5. The role of the class teacher/ support staff

- 5.1 The class teacher discusses the school values, which include: Resilience, Independence, Ambition and Achievement with the pupils as well as the more implicit ways that we behave ourselves and in the ways we expect others around us to behave. We also encourage and support our pupils in developing their skills to care, respect, honest and have concern for oneself and others, care and respect for property and for the environment.
- 5.2 In addition, each class also has its own classroom code, which is agreed by the children. In this way, every child in the school knows the standard of behaviour that

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- we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.
- 5.3 It is the responsibility of class teachers to ensure that the school values are taught in their classes, and that their classes behave in a responsible manner during lesson time.
  - 5.4 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability and have a sense of pride in all they do.
  - 5.5 The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
  - 5.6 If a child misbehaves in class, the class teacher will record such incidents electronically, on CPOMS. In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.
  - 5.7 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENCO / Headteacher, who may in turn seek advice from the education social worker, the behaviour support service or the Educational Psychologist.
  - 5.8 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
  - 5.9 The class teacher should ensure that children who have a Behaviour Care Plan are supported and that all adults working with children are aware of the expectations and plan.

### 6.The role of the Headteacher

- 6.1 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, safety and welfare of all children in the school.
- 6.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 6.3 All members of staff record serious incidents on CPOMS. The designated safeguarding officers oversee these events and ultimately, the senior designated safeguarding officer, the Headteacher.
- 6.4 The Headteacher has the responsibility for giving fixed-term suspension or exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### The role of parents and carers

- 7.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

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7.2 We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions to discipline a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher, before contacting the Headteacher. If the concern **remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.**

### 8. The role of Governors

8.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

8.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline. The Headteacher may seek advice from DCC Inclusion and SEMH team for support with disciplinary issues.

### 9. Fixed-term suspensions and permanent exclusions

9.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. We refer to this guidance in any decision to exclude a child from school:

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

9.2 Only the Headteacher (or the acting Headteacher) has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year.

9.3 In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this and additional information that would support this decision is available.

9.4 If the Headteacher suspends or excludes a child, s/he informs the parents by the end of the school day in writing, giving reasons for the suspension or exclusion. This will be via phone call and letter. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

9.5 The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term suspensions or exclusions beyond five days in any one term.

9.6 The governing body itself cannot either suspend or exclude a child or extend the exclusion period made by the Headteacher.

9.7 The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

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9.9 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **10 Drug, alcohol and weapon-related incidents**

10.1 It is the policy of this school that no child should bring any drug, legal or illegal, or weapon to school. If a child will need prescribed medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Parents must complete a form regarding the administration of medication. Medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker and must be signed for to acknowledge its administration. The administration of prescribed drugs is at the discretion of the school.

10.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

10.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

10.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs or weapons of any nature. Any child who is found to have brought to school any type of illegal substance or weapon will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

10.5 If the offence is repeated the child may be permanently excluded.

10.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

10.7 Incidents involving adults that are drug/alcohol or weapon related would be dealt with under the Complaints Procedure: Policy on Acceptable Parent/Carer Behaviour. The Police, along with social services would be informed.

### **11 Monitoring and review**

11.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records incidents on CPOMS. The Headteacher records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors keep written details of any incident in their individual incidents books.

11.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

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11.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

11.5 The governing body reviews this policy on an annual basis. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Signed:**

**Date:**

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Revised and amended November 2022  
To be reviewed autumn 2023**