

# Bow Community Primary School

## Behaviour Policy



*Learn, Share, Enjoy*

### 1. Aims and expectations

- 1.1 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'.
- 1.2 Our behaviour policy aligns with the use of positive behaviour strategies.
- 1.3 Bow CP 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 effective and considerate way.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.6 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.
- 1.7 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. Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways, on an individual basis as well as on a collective basis.
  - Marbles are awarded for whole class achievement within some classes.
  - When the marble jar is full, pupils will be given a treat at the end of the term; a small party, extra playtime, a DVD or an extra sports session outside.
  - On a weekly basis, children from each class are rewarded for good work and good attitudes during the week, via our class 'Learning Leaves'.
  - All classes have an opportunity to lead a 'sharing assembly' where they are able to show examples of their best work once a term.
  - Children are also 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 a day out.

- Children whose team are not the winning team, will be able to come to school in non-uniform on the day when the winning team has their visit.

**2.2** The school acknowledges all the efforts and achievements of children; achievements are acknowledged in a whole school assembly.

**2.3** 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 on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Teachers use a system to record a child's initials on the board, to remind children of their behaviour. In KS1 they use a red and amber traffic light system, with amber being used first and then progressing to a red card if a child's behaviour has not improved.
- If their misbehaviour continues, they will progress to amber (a yellow card) and be given time out of the classroom, if the misbehaviour continues to be poor they move to red and are sent to the Headteacher.
- 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. A behaviour target booklet may be introduced at this time to help the child and ensure close contact between home and school. If this continues to happen, the child will be excluded from school.
- If a child repeatedly uses bad language they will be removed from class. If this pattern of behaviour continues, they will be sent home.
- If a child is physically aggressive towards a member of staff, this will result in the child being excluded.
- If a child is verbally aggressive towards a member of staff, this may result in the child being excluded.
- 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.

**2.4** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

**2.5** 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.

**2.6** Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **3. The role of the class teacher**

- 3.1** It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2** 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.
- 3.3** 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.
- 3.4** 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 him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.
- 3.5** 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.
- 3.6** 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.

### **4. The role of the Headteacher**

- 4.1** 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.
- 4.2** 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.
- 4.3** All members of staff record serious incidents on CPOMS. The 4 designated safeguarding officers oversee these events and ultimately, the senior designated safeguarding officer, the Headteacher.
- 4.4** The Headteacher has the responsibility for giving fixed-term 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.

### **5. The role of parents**

- 5.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school rules in the Home/School agreement, and we expect parents to read them and support them.
- 5.3** We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. 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.
- 5.4** 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.

## **6. The role of governors**

- 6.1 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.
- 6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **7. Fixed-term and permanent exclusions**

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the Exclusion from maintained schools, Academies and pupil referral units: A guide for those with legal responsibilities in relation to exclusion (DfES, June 2012, Updated February 2015). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_\\_academies\\_and\\_pupil\\_referral\\_units.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf)

- 7.2 Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.
- 7.3 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.
- 7.3 If the Headteacher excludes a child, s/he informs the parents by the end of the school day in writing, giving reasons for the exclusion. This could be via text, email or by 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.
- 7.4 The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.6 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.
- 7.7 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.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

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

- 8.1 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
- 8.2 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.

- 8.3 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.
- 8.4 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.
- 8.5 If the offence is repeated the child may be permanently excluded.
- 8.6 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.
- 8.7 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.

## 9 Monitoring and review

- 9.1 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.
- 9.2 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 him/her 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.
- 9.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 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.
- 9.5 **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:

Revised October 2020 (2.3.8 and 2.3.9)

Revised and amended October 2021 (2.2; 2.3.4 and 2.3.8)

To be reviewed autumn 2022