



ODST
Oxford Diocesan
Schools Trust

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We aim to enable all children to reach their full potential, embrace Christian values and prepare themselves to be learners for life.

Title of Policy	Behaviour Policy
Date Adopted by the Governing Body	March 2018
Review Date	March 2020
Signed by the Chair of Governors	

Our Aim

A clear school behaviour policy, consistently and fairly applied, underpins effective education. Our school behaviour policy aims to:

- Provide a safe learning environment for all students;
- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that all pupils can complete their work to the best of their ability; and
- regulate the conduct of pupils.

Principles

This policy is based on a clear and fair system with consistent boundaries and expectations. It reflects our understanding that behaviour is a form of communication and builds upon the language and understanding of choices and consequences. It is expected that all staff, governors and volunteers model positive behaviours.

We also acknowledge that there are behaviours which are required for effective teaching and learning to take place in school and that these are influenced by relationships:

Relationship with Self: a pupil who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a learner will be more likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviours'

Relationship with Others: all 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in schools/settings) as it is by factors internal to the child.

Relationship with the Curriculum: pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Our aim is to make these relationships as positive as possible.

Practice

Everyone in the school community can expect:

- to be recognised as a valuable member of the school community
- to be treated with respect by adults and children alike
- to be recognised as an equal member of a diverse society
- consistency from all the adults in the school
- to have an input into the rules of the classroom and the school
- to apologise to anyone they have offended and to receive an apology
- to be given strategies to cope with conflict
- to be listened to when they have a problem
- recognition for good behaviour

Bampton CE Primary School and Nursery have established, with stakeholders, our core values of Respect, Perseverance and Friendship. These, along with the Christian values reflected in our school ethos, such as love and forgiveness, underpin our golden rules.

Our Golden Rules and what they look like in action in our school.....

1. We show respect to others, so we are well behaved and polite.
2. We show friendship, so we resolve any problems calmly by listening and talking.
3. We co-operate, so we understand we work as a team and don't always get our own way.
4. We tell the truth, so we are honest and fair.
5. We accept each other for who we are, so we forgive each other when we make mistakes.
6. We do our best, so we work hard (even when things are challenging) and persevere to achieve.
7. We respect the world around us, so we treat our belongings, other people's belongings and our school environment with care.

These Golden Rules are the focus for behaviour across the school and nursery. Each class displays the rules and understands what behaviours are expected in their classroom. Each class can use age appropriate language to establish a clear understanding of what the Golden Rules mean.

The School Council and Midday Supervisors have created a version which gives examples of what the Golden Rules should look like at lunchtime (see Appendix B). Children are reminded about what the Golden Rules look like at playtime and a Playground Rules sign is displayed outside.

Peaceful Problem Solving

The SEAL (Social, Emotional Aspects of Learning) programme of Peaceful Problem Solving (PPS) supports our approach to dealing with conflict. Children are familiar with the script and are supported in having discussions to resolve conflict. There is a consistent message that we use our voices positively to sort out problems rather than taking unkind actions. Children are taught that unkind actions and words are not an acceptable way to deal with issues. Children are encouraged to talk to an adult if they feel things cannot be resolved peacefully amongst themselves (see Appendix C for PPS poster)

Choices and Consequences

The language of choices and consequences is used consistently across the school. Children are taught that our actions have consequences, for example; when we are kind to others they feel happy but if we are unkind people are hurt and upset. Our approach to rewards and sanctions is based on children's understanding of choices and consequences and, particularly as children get older, is underpinned by an understanding of the rule of law and good citizenship. We ask children to treat others the way they would like others to treat them.

When dealing with unwanted behaviour children are reminded of the choices they are making and the consequences should they continue with that choice. Consequences must be applied fairly and proportionally if they are to establish clear boundaries around high expectations in order to maintain a safe, happy and effective learning environment. (For example; if a child has chosen not to engage in the learning task despite further support being offered, or they have been busy chatting and not finished their work, an appropriate consequence could be that they spend their playtime completing the learning task from the session. The child should still be given time to go to the toilet and have a drink). When dealing with an incident staff must always make time to listen to the children and take time to fully understand the situation before

deciding on appropriate consequences. The use of time out to reflect on choices and consequences is often appropriate and formal reflection sheets used for significant incidents. The removal of playtimes is used as a sanction for children who repeatedly do not follow the playtime rules, or make playtimes unsafe for others, and if necessary alternative arrangements will be made to supervise a child whilst eating their lunch.

Children are asked not to bring in items from home unless specifically requested by staff for learning purposes. Teachers are able to ask children to hand in inappropriate items for safe keeping, and may if required search a pupil suspected of having inappropriate items on them. These items can be confiscated and will be returned to child's parent or carer at a convenient time, unless they are illegal items and required to be handed over to the police.

Confiscation of inappropriate items

The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

School staff have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- The legislation sets out what must be done with prohibited items found as a result of a search.
- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Promoting desired behaviour

We understand that everyone is different and unique. Children come from different family situations and backgrounds so it is important that we have clear expectations around the behaviour we expect to see at school and clarity on what is unacceptable. This message is underpinned by our Growth Mindset culture and our Christian ethos and is consistently shared with the children through assemblies, PHSE sessions and in the way staff deal with incidents as they occur.

We understand that everyone makes mistakes but promote a positive attitude to learning from our mistakes, making an apology and forgiving each other.

Our core values and the characteristics of a growth mindset are part of our Dojo school reward system. The Dojo system allows for each individual to receive positive recognition against agreed criteria and so provides consistency across the school (see table below):

Friendship	Acts of friendship, thinking of others first, being kind, helpful, inviting others to join in,
Respect	Using manners, speaking respectfully, treating people and equipment with respect (looking after things)
Perseverance	Keep trying at something that you find difficult- climbing out of the pit
Resilience	e.g. Acting on marking and feedback, positivity “I can’t do it yet” rather than “I am rubbish at...” Tackling the challenges
Effort	Trying your best, completing tasks, books and work presented well, neat, tidy and well-formed handwriting (age appropriate)

Each class also agrees a set target total number of Dojo points to be collected as a class group. If the class meet the target they earn a class reward time which everyone takes part in. This promotes working collectively towards a goal. Dojo rewards are always time/activity based rather than a material object (toy/food etc) as through our Growth Mindset culture we are seeking to replace the need for extrinsic rewards and work towards the delights of intrinsic rewards.

One of the most effective ways staff promote positive behaviour is through regular verbal reinforcement and feedback (for example; thank you for holding the door for me that was very helpful, You are being a good friend to _ today because you are letting them play with you). Positive behavior is celebrated as part of our weekly celebration assembly. All staff have a duty to monitor behaviour at all times and when behaviour is not as expected immediate verbal feedback and intervention can be effective. This can be as simple as a quick reminder about expectations or rules but may also require more specific intervention.

Behaviour and Sanctions

We aim to implement clear sanctions which are clearly linked to the unwanted behaviours or any consequences of that behaviour. These will be fair and proportionate responses that may vary according to the age of the pupils, and any other special circumstances that affect that pupil. Sanctions could include:

- A verbal reprimand
- Loss of break time
- Extra work or repeating unsatisfactory work
- Completing unfinished work (due to poor behaviour) at break time
- Loss of privileges
- Request for a letter of apology
- School based community service or imposition of a task – clearing up graffetti, picking up litter
- Behaviour report card
- Seclusion/isolation (working away from their class – see below)
- Temporary or permanent exclusion in extreme or persistent cases

Use of seclusion/isolation

- Disruptive pupils may be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms.
- Staff must ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

- It is for the staff member in charge to determine what pupils may and may not do during their time in isolation/seclusion but they must ensure that pupils are kept in seclusion or isolation no longer than is necessary (usually half a day and no longer than a full day) and that their time spent there is used as constructively as possible. Arrangements must be made to allow pupils time to eat or use the toilet.

Dealing with challenging behaviour and using reasonable force (see also Exclusion Policy and Positive Handling Policy)

“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.” DFE – Behaviour and Discipline in schools, Advice for headteachers and school staff, January 2016

Staff have received regular training from behaviour outreach teams (MBOX) to support their understanding of challenging behaviour and have also received training on positive handling. This means we are prepared to deal with situations when the behavior presented is much more challenging, for example; dangerous or threatening behaviour.

Children who present challenging behaviour are supported through a Positive Behaviour Plan which contains strategies and information on how best to support the child and keep others safe. Part of the plan may be for the child to work in a quiet, safe space, away from the rest of the class. This plan is shared with all staff so that a consistent approach is maintained. The SENCO is involved in supporting staff to investigate whether there may be an underlying cause of the behaviour and further support from external agencies is sought as required and available.

Teachers must also write a Behaviour Risk Assessment for children who present dangerous or threatening behaviour. These risk assessment form part of the risk assessment when undertaking different learning activities or trips with these children.

The school has a teaching assistant who takes a lead in running nurture activities to support children who present challenging behaviour. Work with other agencies is also used to provide support for children and their families.

Recording, reporting and monitoring

It is essential that any incident that results in an injury is recorded and parents informed (may also be reportable to HSE under Reporting of Injuries, diseases and Dangerous Occurrences Regulations- RIDDOR- seek advice from the office). Staff must keep an ongoing record of incidents involving children with Positive Behaviour Plans and plans must be reviewed at least termly or in light of a serious incident. Children who present challenging behaviours must have a Behaviour Risk Assessment in place which is reviewed at least termly or following a significant incident.

Class teachers should inform parents if they have any concerns about a child’s behaviour and seek advice from the SENCO or the Senior Leadership team. All staff must record playtime incidents in the playtime behaviour log, which is then monitored by the Senior Leadership Team for patterns and types of incidents.

Minor incidents dealt with by staff in class or around the school do not need recording (i.e. reminding children to walk in the corridor). More significant incidents need to be recorded in the class behaviour log book which will be monitored regularly by the Senior Leadership Team. Most behaviour will be dealt with by the staff team but the Senior Leadership Team will offer further support if behaviour is significant or repeated.

Behaviour is a standing item on all staff meeting agendas and the headteacher reports to governors on behaviour across the school.

Bullying is not tolerated at our school and incidents which may lead to bullying are taken very seriously.

See anti- Bullying Policy for further information

Verbal or physical abuse towards staff and other pupils will not be tolerated and significant incidents may lead to the headteacher implementing fixed term or permanent exclusion.

See Exclusion Policy for further information

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 the governing body, on the effectiveness of the policy. It is the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy through regular updates and training. The headteacher investigates all reported incidents whether from children, staff or parents. 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. The Chair of Governors must be notified of a decision to exclude and all exclusions are reported to the Governing Body.

The role of the Governing Body

The Governing Body has a responsibility to safeguard and promote the welfare of all children. The Governing Body will monitor and evaluate the implantation and impact of this policy.

The role of all staff

All staff have a duty of care to the children at our school and therefore must:

- Work to build supportive and trusting relationships with pupils and seek to understand what children's behaviours are communicating.
- Seek to promote a sense of meaningful curriculum in order to engage children in the learning process.
- Support children in building a positive view of themselves as a learner (underpinned by Growth Mindset culture)
- Ensure that the behaviour policy is implemented and applied consistently so that all children are treated fairly.
- Must model the behaviours we expect to see from children and fully support the Christian ethos of the school.
- Work with parents to ensure effective communication about their child's behaviour and any sanctions being used.
- Work collaboratively with parents so children receive consistent messages about how to behave at school.
- Build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about a child's welfare or behaviour.

The role of parents and carers

- Engage in their child's learning and cooperate with the school as set out in the home-school agreement.

- Support the school ethos and culture.
- If parents/carers have any concern about the way their child has been treated, they should contact the class teacher initially. If a parent or carer is not happy that the situation has been addressed, then they may request an appointment with the headteacher.

Behaviour outside School

When on trips and visits pupils are expected to behave in the same way they would at school.

Before setting out on a trip the pupils should be reminded to:

- Keep themselves and others safe.
- Thank any adult who has helped
- Be aware of other groups and visitors and respect their needs.
- Be sensible, quiet and polite.
- Move in a calm, orderly manner at all times.
- Keep with their group and follow instructions.

If a child shows that their behaviour presents a risk to themselves, or others, and we are unable to reduce this risk, they may be excluded from a trip and alternative arrangements put in place at school. Staff must produce a risk assessment for each trip and this must take account of any behaviour concerns.

Children attending extra- curricular clubs or breakfast or afterschool club are expected to follow the Golden Rules and there is the same high expectation of behaviour. The same process of choices and consequences will be applied and parents will be notified that their child's behaviour is unacceptable. If the behaviour does not change, then the school will withdraw the option for the child to attend the extra-curricular or child care provision. If the club is run by an external agency or group and they do not have their own behaviour agreement with parents the school will support the use of this policy.

The school acknowledges that sometimes incidents that take place outside of school hours in the local community can have a negative impact on relationships in school; therefore we work to create a positive working relationship with the local PCSO and actively promote positive behaviour outside of school hours. The PCSO leads regular assemblies about personal safety and the acceptable use of mobile technology. The school supports working with the PCSO in dealing with unacceptable behaviour happening outside of school. Incidents reported to the school involving pupils from the school are investigated and dealt with by the headteacher.

Evaluation

Monitoring and reporting on behaviour across the school is part of the school's self-evaluation process. As part of this monitoring and evaluation programme the leadership and management team speak to staff and pupils about behaviour and safety in our school.

School Council report issues which are raised through suggestion boxes and these are dealt with appropriately.

School Council, Play Leaders, staff and governors monitor and report on behaviour during playtimes and lunchtimes.

Each year Governors provide parents and carers with a questionnaire which asks for feedback on behaviour, safety, well-being and bullying.

Appendix A

Discipline in schools – teachers’ powers

In writing this policy we have taken into account the following statutory authorities and expectations:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction¹
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school. (see 3.9)
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

3.2 Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

3.3 To be lawful, the sanction (including detentions) must satisfy the following three conditions:

1. The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
2. The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

3.4 A sanction must be proportionate. In determining whether a sanction is reasonable account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

3.5 The headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

3.6 Corporal sanction is illegal in all circumstances.

3.7 Staff must consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where

¹(Section 90 and 91 of the Education and Inspections Act 2006).

this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

3.8 Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

3.9 Teachers may discipline pupils for:

- misbehaviour when the pupil is:
- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

3.11 In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

**Our Golden Rules and what they look like in action in at
lunchtime.....**

- 1. We show respect to others, so we use our table manners and say please and thank you.***
- 2. We show friendship, so we use the Buddy Bench and invite others to join in our conversations and our games.***
- 3. We co-operate, so we tidy up the play equipment when the whistle blow, ready to line up when the bell rings.***
- 4. We tell the truth, so we are honest and fair, we don't spread rumours about others.***
- 5. We accept each other for who we are, so we forgive each other when we make mistakes and appreciate each other's differences.***
- 6. We do our best, so we try new foods and follow the lunchtime rules.***
- 7. We respect the world around us, so we don't waste food and we look after the play equipment.***

PEACEFUL PROBLEM SOLVING

FOR THOSE TIMES WHEN YOU JUST CAN'T HELP FALLING OUT!



READY

Are you ready to think together?

We know how we feel
We feel calm enough to think together

STEADY

I felt...when... because... I would like...

Take it in turns to talk about what went wrong

Don't butt in when it's not your turn

Think of ideas together

Choose one idea

This isn't working
Perhaps we need a referee to keep us on track

We could try...
or...
or...
Let's try...

GO

Try out your idea!

REPLAY

Think about how you did it
Check if things are OK

It worked well because...
It would be better if...
Next time let's...

