



BENTLEY CE PRIMARY SCHOOL

BEHAVIOUR & DISCIPLINE POLICY

Date of review	October 2019
Next review date:	October 2022
Period of review	3 years
Review lead	Becky Miffling
Governor Committee	Curriculum & Standards

Aims

Within Bentley Church of England Primary School we have an expectation of excellent behaviour which is essential in providing a calm, happy and respectful learning environment. We expect everyone within the school to demonstrate and encourage appropriate behaviour and to be good role models for others.

In order for our children to become courteous and considerate members of the community and to possess a positive and sensitive manner, we encourage all children to develop a positive self-image and to take responsibility for their own actions.

School Rules

We have three school rules which cover every aspect of our school day and all activities that are undertaken. Our three school rules are;

- Ready
- Respectful
- Safe

Rationale

There will be:

- Consistent and calm behaviour from both adults and children
- A focus on positive behaviour
- Rewards in place to praise positive behaviour
- Sanctions in place for poor behaviour
- Open and positive communication with and involvement of parents
- Support for children with emotional and behavioural problems which are outside of appropriate patterns. This may include external agencies such as the Behaviour Support Team and Educational Psychologist.

The Head Teacher and governors have the right to exclude children whose behaviour is consistently poor and has not sufficiently changed after intervention and liaison with external agencies.

See Appendix

See also;

Anti-Bullying Policy

Exclusion Policy

Home School Agreement

Behaviour and Discipline Policy Appendix 1.

Guidelines

The school's positive behaviour management system is based on five key themes.

1. Consistent and calm behaviour from all
2. Noticing, praising and rewarding positive behaviour
3. Relentless routines – three rules for our school which are consistently kept
4. Four step sanction system
 - Reminder of the rules
 - Warning
 - Last chance warning
 - Sanction
5. Restorative conversation when a sanction has been issued

Reward Systems

Each class has a system by which to reward the whole class for learning and behaviour. This is to encourage a sense of community and to build social skills such as working together as a team. The reward system will take the form of a marble or pasta jar. Other reward systems in place include the STEP (Sorry, Thank You, Excuse Me, Please) award to recognise good manners, the Callaway Cup to recognise excellence in learning, Gold Book award in each Friday assembly, house points and Gold Cards.

Sanctions

If a child falls below our high expectations for behaviour and fails to follow our school rules, a five-minute time out sanction (red card) will be implemented. This five-minute sanction will be carried out by the adult who gave the sanction and will take place in the child's next period of free time. Following a sanction, a restorative conversation will take place to explain to the child why their behaviour was not acceptable. If a child receives three five minute sanctions in one week (three red cards) then that child will miss all of their Pick and Mix time on a Friday afternoon (thirty minutes). If a child consistently gets three red cards in a week a meeting will be held with the child, their parents and their class teacher. The purpose of this meeting will be to set manageable targets for the child's behaviour. The targets will be monitored for a period of two weeks. After this time, progress towards meeting the targets will be reviewed and further targets put in place if necessary. Occasionally a child may need a separate Individual Behaviour Management Plan put in place for them.

For more serious incidents of unacceptable behaviour the child may be sent to the Deputy Head Teacher, Head Teacher or other Senior Leaders in their absence who will then decide on an appropriate sanction. This may include calling the child's parents. In a very serious case of unacceptable behaviour an exclusion would be implemented (see separate exclusion policy).

Special Needs

Within our child-centred school, staff are trained and alert to child development needs and are aware that some children with Special Educational Needs may need additional support in terms of behaviour management. If this is the case then a child with a Support Plan may require a particular target in regard to behavioural needs.

If any child is exhibiting extreme ongoing behaviour issues, or their behaviour is having a significantly negative impact on their learning or that of others, they may be considered to have behavioural needs. If so, they will be given an IBMP (Individual Behaviour Management Plan). It may be the case that the child's behaviour affects their learning and therefore their progress, in which case they may require a Support Plan in addition to the IBMP. In either case a meeting will be called with the child's parents, the class teacher, and the SENCo or/and the Head-teacher if appropriate, in order to investigate and explore the reasons behind the poor behaviour. Where necessary, an outside support agency will be contacted by the school, for example an Educational Psychologist or Behaviour Support Team. Children with their own behaviour plan might receive a short-term individual reward system to support their development with a specific aspect of their behaviour.





EAL

Pupils who have little or developing English may become frustrated at times due to not being able to communicate effectively with peers and adults. Within a multi-cultural setting staff will be alert to this and provide strong support for any children with English as another language. There may also be the further possibility of a heightened cultural difference for some EAL pupils who might join the school at any point into Year 6. Staff will be aware of this and endeavour to provide language support for parents where required, in regard to setting school expectations, discussing progress or related behaviour.

Intervention Programmes to support behaviour

If it is deemed appropriate, some children may work through an intervention programme to support their social skills and behaviour management skills. This may be individually or as part of a small group. Parents will always be informed before a child starts attending this group. The amount of time a child spends in the group is reviewed regularly and will be based on the needs of the individual child.

The programmes we have in school to support behaviour are;

-  ELSA (Emotional Literacy Support)
-  FEIPS (Framework for Enhanced Individual Pastoral Support)
-  Therapeutic Drawing
-  Friends for Life

Parental involvement

The school works collaboratively with parents and carers ensuring consistent messages about how to behave at home and at school. Each year we send home a Home School Partnership Agreement which we ask parents and carers to read and sign to show their support. We inform parents and carers if we have any concerns about their child's behaviour.

Exclusion

At the discretion of the Head Teacher, children may be excluded from school either for a fixed time or permanently. The length of the exclusion will depend on the severity of the incident leading to the decision to exclude. Exclusions will be managed in accordance with guidance issued by the Department for Education and as detailed in the school's policy for exclusion.