



BIDDICK PRIMARY SCHOOL POLICY FOR SCHOOL BEHAVIOUR, DISCIPLINE AND REWARDS

At Biddick Primary School, we aim to provide a school environment, where everyone feels valued and respected and where each person is treated fairly and well. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

Together with the children, we developed a Code of Conduct, which sets out how we expect our pupils to behave in school and on visits. This is displayed around school and in classrooms as a reference point for pupils, in order to reinforce expectations. It is discussed as part of our PSHCE curriculum at the start of the year and is reinforced by class teachers and the Headteacher throughout the year so that children are clear about the rewards for good behaviour and the sanctions for unacceptable behaviour.

Our policy is based on the following beliefs:

- Provide a welcoming and friendly atmosphere in which the pupils will feel secure and develop the skills, which enable them to make the right choices.
- Develop the whole pupil, enabling them to take responsibility for their own behaviour.
- Ensure pupils fully participate in our school community, enabling them to work to their full potential with equal opportunities and access to the curriculum.
- Pupils need to know when and how they have been successful.
- Improved self-esteem leads to improved behaviour.
- Praise is more effective than punishment.
- Good behaviour should be held in high esteem by all members of staff and overtly and consistently awarded and promoted at all times.
- Effective links and co-operation between home and school are essential to success.
- Consistency is the key to success when all staff, teaching and non-teaching, understand and implement the behaviour management policy.
- Everyone has the right to be respected and feel valued.

This policy ensures all members of the school's community are able to promote and adhere to the following values:

- Taking responsibility for own behaviour and learning in all situations.
- Making positive choices about their behaviours.
- Being honest and telling the truth.
- Having mutual respect and being polite to one another.
- Caring for others.
- Caring for the environment, school building and resources.
- Always trying to do their best.
- Valuing other peoples' efforts and opinions.
- Accepting and recognising individual differences and showing respect towards them.

Parent responsibilities:

- Know and understand the school rules to ensure consistency between home and school.
- Support the pupil in understanding and following the school rules.
- Support the school in implementing the school rules.
- Ensure attendance is high and all pupils arrive at school on time.
- Discuss any concerns with teachers and staff.
- Support pupils in completing home learning tasks.

Pupil responsibilities:

- Know the school rules and follow them at all times.
- Understand the rewards and consequences, which are in line with the school's behaviour steps.
- Accept the consequences of their actions.
- Understand the choices they make and how they impact on others.
- Consider what they may do differently in the future.
- Take responsibility for their own learning to achieve their full potential.

At Biddick Primary School we believe in preventing inappropriate behaviour through:

- Effective classroom organisation and management.
- Ensuring that pupils are engaged, motivated, and challenged in lessons at the appropriate level via effective curriculum planning.
- Effective working relationships between all pupils and adults.
- Teaching of co-operative strategies.
- Pupils taking ownership of routines and learning.
- Acknowledging good behaviour.
- Development of self-esteem.
- Fostering emotional intelligence, teaching feelings and emotional language.
- Ensuring pupils have clear routines for all aspects of the school day.
- Encouraging excellent attendance, including arriving at school on time.

More specifically pupils must be taught:

- To move appropriately in, out of and around the school building.
- To be polite to adults and other pupils.
- To support other pupils and acknowledge their successes.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To report incidents of bullying behaviour involving themselves or others.
- To understand and follow our school rules.
- The importance of good attendance.

The key to successfully managing behaviour in school and the classroom is knowing our pupils; creating and maintaining an appropriate respectful relationship is vital.

Rewards

Pupils will be rewarded through positive recognition, either individually or as a class, for consistently following the school rules and setting a positive example to those around them. Some examples of this are:-

- Verbal and written praise;
- Acknowledging with stickers, table points, balls in the jar and individual reward schemes in class;
- Class Rewards;
- Class Assemblies and Parent Events allow children to show off their work / abilities to the rest of the school and parents;
- For specific examples of excellent behaviour/ work, children may be sent to the Headteacher or SLT;
- Sharing good work with other staff or classes;
- Headteacher Awards are given for commendable behaviour or particularly brilliant work;
- Celebration Assembly. Stars of the Week are celebrated each Monday morning assembly, where two children from each class receive a certificate for something, in which they have excelled during the previous week. Golden Book Awards and Maths Masters are also given at this assembly;
- 100% Attendance is rewarded with a termly draw;
- Children in Year 6 are used as role-models for behaviour within school through their extra responsibilities, such as Prefects or Buddies;
- Dojos are used to share praise outside of school with the wider family;
- Class teachers may operate other reward systems where appropriate within the scope of the policy.

Guidance

Teachers will spend time teaching pupils the rules, and routines they need to follow, and will review the school rules and consequences on a needs basis, but particularly at the beginning of the new school year and at least at the start of every half term. Every opportunity should be taken to reinforce the positive behaviour policy through the use of SEAL resources, planned teaching, visits and visitors. All staff should take responsibility for the promotion of good behaviour, and dealing with misbehaviour of all pupils within the school, not just those they work with closely. At any time, staff will take the opportunity to praise pupils around school, in assembly and the dining hall; staff will not walk by or ignore misbehaviour around school. Consistency and clarity from everyone are the key to the policy working. Staff will use non-verbal and low-level ways to try and draw attention to what is expected. E.g. praising of pupils nearby; calling the pupil's name out; giving a disapproving look; standing close and encouraging back to work; checking again that the work a pupil is doing they are capable and have support they need.

Staff will always endeavour to be fair and honest and be prepared to apologise if a misjudgement has been made. Staff will not give a consequence without following it up. The steps should be followed consecutively for most instances, however there may be occasions where children make such poor choices that they jump straight to a step further along the sequence.

Behaviour Steps

SUPERSTAR: going above and beyond for a peer or adult: * producing outstanding work * being an exceptional role model * following the school rules consistently * showing an excellent attitude to learning * helping others * persevering through challenges * displaying manners at all times

READY TO LEARN: pupils demonstrate what is expected of them by following the school rules and showing a positive attitude to learning e.g. *sitting well *listening carefully *being polite * putting hands up *being polite.

STOP AND THINK: pupils are beginning to not follow school rules and are in need of a verbal warning before a consequence is given. Examples of such behaviour are *talking in class * not listening *fiddling with equipment *not being ready to learn when asked *getting up out of seat when inappropriate.

I CAN DO BETTER: pupils repeat behaviour from STOP AND THINK step, despite receiving warnings: *repeatedly talking in class *speaking rudely to others *disrupting the class and disturbing others.

MAKING BETTER CHOICES: Pupils who reach this step do so by repeatedly not following the school rules or displaying what is deemed as 'severe behaviour'.

Rewards and Consequences of Behaviour

The attached lists of sanctions have been put together in consultation with the children and will be displayed in classrooms using colours to indicate the severity of the behaviour. These are consistent across the school, with slight age-appropriate variations within each phase. Any significant changes must be discussed with Department Leads in advance.

Retaliation

Hitting back is not acceptable. If children hit back, they are not following our school rules and there will be consequences. Children are always advised to ask an adult for help to deal with any problems.

Special Educational Needs: We will make reasonable adjustments when applying our behaviour policy to deal with individual pupils with SEND, behavioural or SEMH needs and those who are vulnerable. In such cases, proactive measures to manage behaviour will be drawn up by the teacher, Inclusion Lead and external agencies such as the Behaviour Intervention Team and the parents. Behaviour monitoring diaries are used for pupils with behavioural needs. They are used to monitor behaviour and communicate between home and school. These must not be established without a prior discussion with phase leads.

Debriefing Incidents

Our school follows the best practice as outlined in the Restorative Practice approach to behaviour management, the principles of which ensure a fair approach and allow all sides to have their say. The aim is always friendly resolution to the problem and consistency is the key to success. All pupils should be able to rely on the fact that every incident will be handled using the same approach and the same questions. This avoids pupils saying "I was not listened to," or "I tell the teacher and they do nothing."

When debriefing an incident, ensure you are talking to the correct pupils and allow both parties to answer without interruption. The following questions must be asked when dealing with all behavioural incidents to ensure that there is consistency for all pupils and they feel the incident has been dealt with fairly:

What happened?

When did this happen?

How are you feeling?

Who else has been affected by this?

What needs to happen to make this right?

Are you happy this has been dealt with fairly?

The pupils should be able to come up with the idea of how to move on. A successful resolution would be the pupils realising what needs to happen and a strategy developed for the rest of the break / day. It is important that a 'follow up' is made between both parties later in the break / day to check that harmony has been maintained. If not, then the approach is repeated.

Behaviour Concern

- A behaviour concern is recorded on CPOMS for any child who reaches the Making Better Choices step.
- Phase leads are informed [if severe, then HT/DHT informed immediately]
- Parents are informed via telephone or in person.
- Pupil misses the next playtime(s) as appropriate.
- The teacher must inform parents each time a pupil is on this step. Staff will wherever possible, speak directly to a parent after school, or make a phone call on the same day.
- Pupils who reach this step may have done so by repeatedly not following the school rules or displaying what is deemed as 'severe behaviour'. See below.

Behaviour Log

- A behaviour log is to be made when a pupil's name is moved to this step 3 times.
- The pupil will be interviewed by the Headteacher or Deputy Headteacher to complete a Behaviour Log.
- This will be formally held on the pupil's record and used in discussion with parents / carers.
- Phase Leads will inform the HT or DHT which pupils require a behaviour log and ensure that all logs are up to date in CPOMS.
- 2 Behaviour Logs (6 behaviour concerns) = parent interview and an individual behaviour plan (IBP) for the pupil agreed with the parent. At this point, the significant nature of the behaviour will be evaluated to clarify whether it should be considered a form of Special Educational Need.
- 4 Behaviour Logs (12 behaviour concerns) = external agencies will be contacted for support.
- 6 Behaviour Logs (18 behaviour concerns) = first fixed term exclusion considered by the Governing Body.

Severe Behaviour

This type of behaviour is extremely rare at Biddick Primary School and is dealt with promptly. In such cases the Headteacher or Deputy Headteacher is informed immediately and this bypasses the behaviour steps.

- Being involved in systematic bullying
- Being offensive to an adult / member of staff
- Physically hurting another child intentionally
- Fighting
- Deliberately vandalising school property
- Verbal abuse including racist remarks
- Sexual harassment including use of sexual or gender discriminatory language
- Wilfully and overtly refusing to do as told
- Engaging in behaviour that stops the class from functioning and prevents learning from taking place for an unacceptable amount of time.

Sexual Harassment and Violence

Incidents include:

- Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Actions

Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. The school will use Brooke Traffic Light Tool as an assessment tool to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from Together for Children.

DSLs/Deputies will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the Multi-Agency Threshold Guidance.

When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police regardless of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. A concurrent referral to social care must also be made.

Exclusions

If, following appropriate intervention, the pupil does not conform to the school's policy then the pupil will be considered for exclusion for a fixed term period appropriate to the Exclusion Policy. In the event of a very severe incident the Headteacher will contact the parent(s) immediately and the Exclusion Guidance DfE 2012 may be used.

Break times

Good behaviour in the playground will increase when there is a varied set of well-led and supervised activities. Positive interaction and drawing pupils into positive play is the responsibility of all staff on duty. It is not enough to stand and watch. A proactive approach should always be used scanning the yard for potential difficulties and immediately intervening to divert and diffuse situations is much better than waiting for the situation to become severe. All staff should be made aware of pupils who have had difficulties during the morning and are likely to require 1-1 interaction or close supervision. Staff must inform class teachers of any behavioural incidents as soon as they return to class so that the behaviour policy may be followed consistently. In addition, class teachers must be informed about any pupil who has shown exceptional behaviour. If any severe behaviour is displayed, then the Headteacher or Deputy Headteacher must be informed immediately.

Lunchtime Supervision

At lunchtime, supervision is by a team of staff members. They follow whole school discipline procedures. They do this by reminding children of the standard of behaviour expected. Repeated minor problems are quickly diffused by discussion between the children. Notes are made of children who misbehave persistently and supervisors refer misbehaviour to the class teacher or Head Teacher if necessary. The children are expected to treat lunchtime staff members with the respect due to all adults at Biddick Primary School.

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules. Attending Parents' Evenings and developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Use of Reasonable Force

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. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

See additional Guidance: 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. For further guidance, refer to the School Policy or DfES circular: *Use of Force to Control or Restrain Pupils*

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. All members of staff are aware of the regulations regarding the use of restraint by staff. Should the need to move or restrain a pupil occur, this is performed safely for both the pupil and staff members involved. Members of staff are trained in Team Teach techniques to use in extreme circumstances. "Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a

regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews - Director).

An Incident Form (Appendix 2) is completed and the situation discussed with the Headteacher or Deputy Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service etc. If Team Teach is used in school, a letter will be sent home to parents. (Appendix 3)

Member of staff responsible: Wendy Fowler

Governor responsible for Behaviour and Discipline:

Date approved by the Full Governing Body:



Appendix 1.

Behaviour Log

Pupil's Name: _____

Behaviour Problems	Reasons for my behaviour	Consequences of my behaviour
1.		How do I feel?
2.		How has my behaviour affected others?
3.		Any other consequences?
Plan for improvement		



Appendix 2.

Biddick Primary Serious Incident Form

PLEASE NOTE - All forms to be completed on day of incident and before member of staff leaves the building and handed in to office. All witnesses to incident are to complete separate forms in their own words.

Name of Person reporting the incident		Name of young person(s) involved and year group		Date, time and location of incident	
Antecedents:					
Details of Incident: Be specific but detailed (continue overleaf if necessary)					
De-escalation techniques used:			Physical Intervention:		
		Notes			Notes
Giving space	<input type="checkbox"/>		Friendly escort	<input type="checkbox"/>	
Reassurance	<input type="checkbox"/>		Single elbow	<input type="checkbox"/>	
Help Scripts	<input type="checkbox"/>		Figure of Four	<input type="checkbox"/>	
Negotiation	<input type="checkbox"/>		Double elbow	<input type="checkbox"/>	
Limited Choices	<input type="checkbox"/>		Single elbow (seated)	<input type="checkbox"/>	
Humour	<input type="checkbox"/>		T-wrap	<input type="checkbox"/>	
Remind of consequences	<input type="checkbox"/>		T-wrap (seated)	<input type="checkbox"/>	
Planned ignoring	<input type="checkbox"/>		Steering away	<input type="checkbox"/>	
Time-out	<input type="checkbox"/>		Arm Waltz	<input type="checkbox"/>	
Transfer adult	<input type="checkbox"/>		Other	<input type="checkbox"/>	
Remind of success	<input type="checkbox"/>				
Removing audience	<input type="checkbox"/>				
Other	<input type="checkbox"/>				
Outcome					
Follow up talk		Parental/ carer contact		Positive re-engagement Plan	
Outside agency involvement		Referral to another agency		Other:	
Date handed in		Date Received		Received By	

Signed: _____

Position: _____

Appendix 3.

Date:

Our ref:

Your

ref:

This matter is being dealt with by:

Dear Parent/ Carer

Today your son's/daughter's behaviour became extremely challenging and as such posed a health and safety risk to themselves, other children and / or staff. Staff supported him / her by following school policy to reduce the risk and help him / her to calm down and regain control of themselves.

Although staff tried everything they could to calm them down, at some point during the incident it was necessary to use Team Teach techniques to hold them safely - we tried everything we could to avoid this, but it was decided that it was the best risk reduction option for everyone involved, including your son/daughter.

Should you wish to discuss the incident or how it was managed please contact school on 0191 4151510 and the Headteacher or Deputy Headteacher will be happy to talk to you about it.

Please be assured that your son/daughter's health and safety is our highest priority and we will do all we can to safeguard their welfare whilst managing to the best of our ability such challenging behaviour

Thank you for your continuing support,

Yours sincerely,

Mrs W. Fowler



Biddick Primary School Behaviour Policy

Information for Parents

At Biddick Primary School, we understand the importance of promoting positive behaviour and creating an environment in which everyone feels happy, safe and secure. Therefore, the school has the following rules, which pupils, parents and staff are expected to follow at all times and in all circumstances:

Rewards

Pupils will be rewarded through positive recognition, either individually or as a class, for consistently following the school rules and setting a positive example to those around them. Rewarding pupils at Biddick Primary School includes:

- Celebrating praise of an individual or whole class using positive verbal comments.
- Acknowledging with stickers, dojos, balls in the jar etc.
- Sharing good work with other staff, classes and parents.
- For specific examples of excellent behaviour/ work, children are sent to the Headteacher or other senior leader;
- Celebration Assemblies are held each week, where children are awarded Stars of the Week, Golden Book Awards and Maths Masters.

School Responsibilities

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- Promote good behaviour by forging sound working relationships with everyone involved with the school;
- Encourage good behaviour and respect for others by establishing strong working relationships with pupils and parents;
- Investigate any incidents thoroughly, patiently and fairly;
- Work with the children to create a set of school rules that will encourage good behaviour and respect for others;
- Work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Parent responsibilities:

- Know and understand the school rules to ensure consistency between home and school.
- Reinforce the school's policy on behaviour and support your child in understanding and following the school rules.
- Support the school in implementing the school rules, recognising that staff deal with behaviour problems patiently and fairly.
- Help your child to accept the consequence of their actions.
- Always seek to clarify a child's version of events with the school's view and discuss any concerns with teachers and staff calmly and in an appropriate manner to help resolve any issues of concern.
- Support pupils in completing home learning tasks, ensuring attendance is high and pupils arrive on time.

Children's responsibilities

- Know the school rules and follow them at all times.
- Understand the rewards and consequences which are in line with the school's behaviour steps
- Accept the consequences of their actions
- Understand the choices they make and how they impact on others. Consider what they may do differently in the future.
- Take responsibility for their own learning to achieve their full potential.

Biddick Behaviour Steps

At Biddick Primary School, we have exceptionally high expectations for behaviour. We follow a step system to acknowledge behaviour throughout the school and to ensure that all pupils and pupils are clear about which behaviours are unacceptable and the associated consequences.

Pupils who display behaviour or attitudes to learning which are expected or beyond are rewarded for this. On the other hand, for those pupils who are not following the school rules, or are demonstrating unacceptable behaviour, this will be made very clear and they will be given advice on how to improve.

Behaviour Concern

Any pupil whose behaviour is 'I CAN DO BETTER' step will be identified as having a behaviour concern. This is because their behaviour, despite several warnings and support, is not in line with the school rules and is therefore becoming a concern. At this point, the pupil will receive a consequence and a parent/guardian will be informed on the same day by a member of staff.

After three behaviour concerns have been raised, the pupil and parents will meet with the Headteacher or Deputy Headteacher and a behavioural log will be put in place to monitor their behaviour more closely and set targets to improve it.

After six behavioural concerns have been raised, then a parent/guardian will be invited into school for a further meeting with the Headteacher or Deputy Headteacher to discuss the concerns and identify further support.