

# BESSEMER AND KEYWORTH FEDERATION

## Behaviour Policy 2019-20

### **INTRODUCTION**

This document is a statement of the aims, principles and strategies for behaviour and discipline at the Bessemer and Keyworth Federation.

It was developed during the Autumn of 2010 through a process of consultation with staff, parents, children and governors.

It was reviewed and changes were made in Autumn 2011, Autumn 2013, Summer 2016, Autumn 2017, Autumn 2018 and Autumn 2019.

It will be reviewed in Autumn 2019 by the governors.

This policy is made available as part of the induction process for new staff.

### **Aims, objectives and expectations**

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 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 expected to be upheld and promoted by all adults working in the school.

### **Policy objectives:**

- to define school rules
- to define a system of incentives and sanctions
- to define the role of staff
- to define the role of the headteacher
- to define the role of the governors
- to define the role of parents
- to explain the process of fixed exclusions
- to explain monitoring procedures.

### **School Rules**

#### **Using Golden Rules:**

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We take responsibility for our own, others and school property.

### **Key stages 1 and 2 Rewards**

Staff take every opportunity to model appropriate and expected behaviour. We understand the importance of the partnership with parents and therefore involve them in both the positive and negative elements of this behaviour plan through regular communication. Each class teacher discusses the school rules with their class at the beginning of every year and the children are continually reminded of the expectations throughout the year in class and during assembly. We praise and reward children for good behaviour in the following ways:

- All staff congratulate children verbally for good, kind and considerate behaviour;
- Children in KS1 and KS2 receive a *Brilliant Behaviour* sticker for exceptional behaviour during a given day (ending the day on *Gold*);

- Each week we nominate 1 child from each class to receive a commendation for good work or behaviour. Each child receives a *Star of the Week* certificate, a reward band and 3 gems. Their name is displayed on a communal board and in the weekly newsletter;
- Each week we also nominate two children from each year group to receive a commendation for their mathematics and their writing. Each child receives a certificate, a reward band and 3 gems. Their name is displayed on a communal board and in the weekly newsletter;
- Each child from Years 1-6 belongs to a house (Diamonds, Rubies, Emeralds and Sapphires). Good behaviour or work is rewarded with a gem. At the end of the term, the winning house is rewarded with a trip. Children who belong to that house and have received an *Internal Exclusion* (see sanctions) are not allowed to attend;
- All children begin the week with 30 minutes of *Golden Time*. They can choose from a menu of activities offered across each year group. Children lose *Golden Time* for poor behaviour (see sanctions);
- Each class can earn *Treasure Chests* if the whole class is behaving well. The KS1 and KS2 class who receive the most *Treasure Chests* each week gain 15 minutes extra play;

### **Key stages 1 and 2 Sanctions**

The school has a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation. Detailed below is the system and sanctions which are deployed for different unacceptable behaviours:

1. Verbal warning
2. Amber card x2
3. Miss 5 minutes of Golden Time
4. Miss a further 5 minutes of Golden Time (-10)
5. Red card – Detention (*5 detentions result in a letter home and an internal exclusion - \* see further points sections*)
6. Sent to Senior Leaders which is followed by a one-day Internal Exclusion. Child has no playtime or lunchtime play and a letter is sent to the child's parents (*5 Internal Exclusions equal an External Exclusion - \* see further points sections*)
7. External Exclusion.

### **Possible examples of card changes**

- Talking/calling out
- Low-level noise
- Not walking silently around the school
- Swinging on chair
- Not standing still when the bell goes/running to line
- Wasting own or others time/not focusing on work

### **Reasons to go straight to a Red Card (detention)**

- Cussing
- Disrespecting adults
- Damaging property
- Lying to an adult
- Playfighting or being dangerous

### **Reasons to go straight to an Internal Exclusion**

- ❖ Violence
- ❖ Swearing at an adult
- ❖ Stealing
- ❖ Destroying property in anger

## **Reasons to go straight to an External Exclusion**

- Hurting an adult on purpose
- Not stopping fighting when an adult intervenes
- Being out of control

### **Further points:**

- All children start a new day on *Green*;
- A *Red Card* results in a morning playtime detention and 10 minutes being taken off a child's *Golden Time*. An *Internal / External Exclusion* results in an automatic *Golden Time Detention*;
- If a child changes their card to move within *Amber 1 and 2*, they can return to *Green* if they show excellent behaviour. This can be done several times throughout the day at the discretion of the teacher. If a child moves their card to -5 or beyond, they cannot move their card back to *Amber* or *Green*;
- Children who lose 20 minutes of *Golden Time* are sent to *Golden Time Detention* and their names are recorded to identify patterns and to subsequently inform parents. Any child who has lost either 5, 10 or 15 minutes of their *Golden Time* will remain in class but miss this time off the activity that they have chosen. First choice of *Golden Time* activities will be given to children who are missing no time;
- If a child receives a 5<sup>th</sup> detention having not had a detention for a long time, they may be given one final chance at the discretion of members of the Senior Leadership Team i.e. a child will not receive an *Internal Exclusion* on this occasion but will do so if they receive another detention before the end of the term;
- Children who receive 1 or more *Internal Exclusions* within a given term are not allowed to attend the reward trip if their house wins;
- If needed, a contact book or behaviour contract is set up between home and school. This will be reviewed regularly through a pre-determined timescale and regular meetings between Parents/Carers and class teachers/a member of the school Senior Leadership Team;
- Children will receive a detention if on 3 occasions during the academic year they fail to bring a full PE kit to change into for their PE lessons. This will not be recorded in the detention book, although frequent PE detentions will result in Parents/Carers being contacted;
- Children will receive a detention for arriving to school late 3 times during the academic year. This will not be recorded but patterns will be followed up as necessary;
- Incidents that take place outside of school may be punishable i.e. *incidents in the local community or on social media etc.* These may be sanctioned with a *Red Card* or an *Internal Exclusion* depending on their severity;
- 5 *Internal Exclusions* in a term results in an *External Exclusion*. However, Senior Leaders may offer Parents/Carers of a child who has had 5 *Internal Exclusions* for persistent low-level disruption the option of completing their *External Exclusion* at the partner school in the federation. The child will be placed in an age-appropriate class and partake in the lessons being taught. As with an *Internal Exclusion*, they will miss all of their playtimes for the duration of their exclusion;
- If a child is externally excluded for more than 5 days, a parent will be offered educational provision at the partner school in the federation;
- In year 6 after SATs, a cross system is introduced in line with the whole school behaviour policy. Children who exceed the total number of crosses set for each of the rewards trips will not be able to attend;
- Each term, records of Red Card detentions and Internal Exclusions for each child restarts at zero.

## **Early Years Rewards**

- All staff congratulate children verbally for good, kind and considerate behaviour;
- Golden Rules, class rules and expectations are reinforced at the start of each session and throughout the day, and are displayed in class;
- If a child shows excellent behaviour, they are able to move their name up to the gold traffic light.
- Each class collects *Treasure Chests* which are given if the whole class is behaving well. Every week, the *Treasure Chests* are counted during Rewards Assembly and the class with the most receive Lenny Lion/Bessy Bear;
- Each week, 3 children per class are nominated to be *Star of the Week, Mathematician of the Week and Writer of the Week*. They receive a certificate during Rewards Assembly.

## **Early Years Sanctions**

- The traffic light system is used in Reception, which is similar to the rest of the school. All children start each day on *green*. After an initial warning, if a child is spoken to about their behaviour they will move their name down to *Amber*, then *Blue* then again to *Red* if poor behaviour continues. A name can be moved straight to *Red* dependent on the severity of the behaviour. A name moved to *Red* results in a *time out*. If a child's name is on *Red* and they continue to misbehave they will spend their 5 minute *time out* in a partner classroom.
- Teachers will inform parents at the end of the day if their child's name has moved to *Red* or if they are having to continually speak to a child regarding their behaviour.
- Parents are also informed if a child has used violence towards another child or an adult; this includes inappropriate behaviour or language;
- In addition, *time out* can be given at a teacher's discretion if adults believe a child requires some time to be calm or have some space away from a particular situation;
- Children are sent home from school if there is an incident of biting or physical harm to another child;
- Serious incidents are referred to the Senior Leaders.

## **Bullying**

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. All incidents are recorded in the behaviour file and taken to a member of the Senior Leadership Team for further action. Incidents are reported to Southwark LA (See Anti-Bullying Policy).

## **Safeguarding**

Keyworth is not a non-contact school. All members of staff are aware of the regulations regarding the use of restraint by staff. Regular training is provided on safer handling. Staff only intervene physically to restrain children or to prevent injury to a child, or school property, or if a child is in danger of hurting him/herself (See Safeguarding Policy).

## **The role of the school staff**

It is the responsibility of all staff to ensure that the school rules are modelled and enforced in class and around the school consistently, and that pupils behave in a responsible manner during lesson time and on outings or visits. All new staff are given a comprehensive induction in this area.

The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The staff treat each child fairly and enforce the *Classroom Code and Behaviour Policy* consistently. The staff treat all pupils with respect and understanding.

All staff liaise with external agencies, as necessary, to support and guide the progress of each child.

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 or other teaching staff may also contact a parent if there are concerns about the behaviour or welfare of a child or to pass on positive comments.

### **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 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.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher ensures records of all reported serious incidents of misbehaviour are kept.

The Headteacher is the only one with 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 request the governing body permanently excludes a child. The Headteacher is responsible for notifying the governing body and LA of all exclusions.

### **The role of parents**

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school.

We explain the behaviour system in the school prospectus and on the school website. We expect parents to read these and support them.

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

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially make an appointment to see the class teacher via the office. If the concern remains, they should contact the Senior Leaders. If these discussions cannot resolve the problem, a formal complaint can be implemented through the school governors (see the Complaints Policy).

### **The role of governors**

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 carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school *Behaviour Policy*, 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.

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

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

school year. The Headteacher may also request that the governing body excludes a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a request for a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. If the exclusion is permanent, the school informs the parents of the procedure that will follow. The Headteacher informs the Local Authority and seeks their guidance.

The Headteacher informs the Local Authority and the governing body about any permanent exclusion. S/he also informs the Local Authority about any fixed-term exclusions of half a day or more.

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

The governing body has a discipline committee which is made up of between three and five members. This committee considers any permanent exclusions on behalf of the governing body.

When the discipline committee meets to consider a permanent exclusion, they consider the reasons and circumstances in which the pupil was excluded and consider any representation by parents and the Local Authority. They consider whether the pupil should be reinstated or whether to uphold the Headteacher's request for permanent exclusion.

If the discipline committee decides to permanently exclude a pupil, the parents have the right to appeal to an independent panel. This panel may decide to reinstate a pupil. Their decision is final.

### **Monitoring**

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.

The school keeps a variety of records of incidents of misbehaviour.

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

It is the responsibility of the governing body to monitor the rate of exclusions, the reasons for exclusions and the ethnic origin, gender etc. of those excluded to ensure that the school policy is administered fairly and consistently.

### **Review**

#### **This policy will be reviewed by all staff in the September of each new school year.**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations from the annual staff review on how the policy might be improve.

**Signed:**

**Date:**

**Policies for further reference:**

- Anti-Bullying Policy**
- Single Equality Scheme**
- Safeguarding Policy**
- Staff Code of Conduct**
- Health and Safety Policy**