



Behaviour Policy

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School Vision

At Burdett-Coutts & Townshend Foundation CE Primary School, we encourage our learners to be ambitious for themselves and for others. We challenge and support them in questioning the world and in finding solutions. Our Christian values of friendship, compassion and service underpin our ethos:

"I can do all things through Him who gives me strength".

We want our learners to be ready to learn, to be respectful of each other and to feel safe.

Introduction

Burdett-Coutts and Townshend Foundation CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper,
- obedience and empathy for others.
- To promote community cohesion through improved relationships.



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- To ensure that excellent behaviour is a minimum expectation for all.
- To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Rights, Respect and Responsibilities

3.1 Recognition of Commitment

We have received the Recognition of Commitment to becoming a UN Rights Respecting school and are working towards the Level 1 Award.

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils; between adults; and between pupils.

3.2 Rights

At Burdett-Coutts school, all staff, children, governors and parents recognise that we have the right to learn in an orderly community in which effective learning can take place.

Staff enable children to fulfil their role as responsible citizens now and in the future by developing skills of independence, creativity and teamwork.

As part of thinking independently, we seek to develop each child's ability to make informed choices; recognising that their actions contribute towards ensuring that the rights of all are respected.

Our curriculum is founded upon the explicit development of these skills.

We aim to:

- Build good relationships amongst the teachers, pupils and parents.
- Have high expectations of all our pupils.
- Offer a broad and balanced curriculum with activities appropriate to the age and ability of the pupils.
- Create an environment which supports and stimulates learning.
- Offer our pupils an opportunity to influence their learning by providing opportunities to contribute ideas and work collaboratively.
- Encourage pupils to be actively involved in their learning and in the wider opportunities that the school offers.



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- Demonstrate good role models of adult behaviour with excellent co-operation and support of all members.
- Emphasise praise and rewards rather than sanctions.

3.3 Respect

At Burdett-Coutts and Townshend Foundation CE Primary School, we will respect our school rules at all times. Our three school rules are:

- **Be ready to learn**
- **Be respectful of each other**
- **Be safe in our school environment and our community**

'Ready, Respectful, Safe'

3.4 Responsibilities

The children play an active part in the running of the school through their contributions to the **School Council**, as **Playground leaders**, as **House Captains** and as **Choristers** in the school choir.

It is expected that staff, both teaching and non-teaching, set the standards of good behaviour and are positive role models in our school. We encourage our children to take responsibility for their actions, whilst being given the opportunity to act as class helpers, monitors, school council members or house captains.

The responsibility for Burdett-Coutts and Townshend Foundation CE Primary School being a rights respecting school lies with every member of the community. The main responsibility rests with adults.

Recognition and rewards for effort

4.1 Over and Above and class recognition board

We recognise and reward learners who go 'Over and Above' our standards.

Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

At Burdett-Coutts and Townshend Foundation CE Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

All classrooms will have a 'Recognition Board' to acknowledge the class progress in demonstrating good behaviour and effort.



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There will be an '**Over and Above**' board displayed in the ground floor. The parents of children who have gone over and above will receive:

- a text message,
- a positive note home

Children who have gone over and above will:

- be acknowledged with the celebration assembly and
- have their name and pictures displayed on the school '**Over and Above**' board.

4.2 'Burdett-Coutts and Townshend Foundation Award' Celebration Assembly

There is a celebration assembly every Thursday morning, where one child from each class will be chosen for going over and above. The selected children will eat their lunch on a 'golden' table in the dining room, with the Head and Deputy Headteacher.

4.3 House Points:

All children from Nursery to Year 6 are assigned team houses. The houses are named after the famous sportsmen and women: **Beckham, Murray, Ennis and Simmonds**.

Children are given house points for a variety of reasons for example; good work, being helpful and showing nice behaviour. Each classroom has a house point board where the points are tracked. House points are added up weekly.

Every Friday, the house point trackers are taken down and the points totalled. In Monday's assembly, the house with the most points for the previous week will be celebrated and their house team colour will be put on our cup. The assembly will be taken by Middle and Senior Leaders.

At the end of the term, the house team that has received the most points will be celebrated and the team colour put onto our special cup for the entire term.

Commitment from staff

5.1 All Burdett-Coutts and Townshend Foundation CE Primary School Staff will:

- **Meet and greet** at the door
- Refer to '**Ready, Respectful, Safe**'
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson.
- Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.



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5.2 Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the learners.

Middle leaders will:

- **Meet and greet** learners at the beginning of the day
- Be a **visible presence** around school to encourage appropriate conduct
- **Support staff** in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly **celebrate staff and learners** whose efforts go above and beyond expectations
- **Encourage** use of Positive Notes and Positive Phone Calls
- Ensure **staff training** needs are identified and targeted
- Use behaviour data to **target and assess** interventions.

5.3 Senior Leaders

Senior leaders will:

- **Meet and greet** learners at the beginning of the day
- Be a **visible presence** around the site and especially at transition times
- **Celebrate** staff, leaders and learners whose effort goes above and beyond expectations
- Regularly **share** good practice
- **Support** middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded on My Concerns) to **target and assess** school wide behaviour policy and practice
- Regularly **review** provision for learners who fall beyond the range of written policies

Managing Behaviour

Engagement with learning is always our primary aim at Burdett-Coutts and Townshend Foundation CE Primary School.

For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, every minute a learner is out of a lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers.

All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.



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6.1 Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating and will use the Steps In Behaviour for dealing with poor conduct. It is the aim that learners should be kept at Steps 1 and 2 for as long as possible.

6.2 Steps In Behaviour - sanctions steps table

Steps	Actions
1. Reminder	<ul style="list-style-type: none"> Gentle encouragement, a 'nudge' in the right direction. A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2. Warning	<ul style="list-style-type: none"> A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Refer to previous examples of good behaviour. Staff may use the phrase, "Think carefully about your next step".
3. Time out	<ul style="list-style-type: none"> If the warning is not heeded the child will be give a time out of ten minutes. Staff must use a sand-timer so that both the child and the adult have a visual cue. Classroom: time out may occur in the class next door / AHT office Playground: time out on the bench – <i>no standing against the wall</i>
4. Repair	<ul style="list-style-type: none"> Reflections Sheet Pupils will reflect on their behaviour using the restorative five question Reflection sheet. (See Appendix 4 for guidance on using the Reflection Sheet)

6.3. Partnership with parents

Senior Leaders will give parents their child's Reflection Sheet at the end of the school day in person. If parents do not collect their child, the Reflection Sheet will be posted home.

A senior leader or the Family Support Worker (*and the class teacher where appropriate*) will be available at the end of the school to discuss the Reflection Sheet with the parent(s) and their child.



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Parents will be invited to meet with a Senior Leader, the Family Support Worker and/or the SENco if their child has a pattern of poor behaviour or if their child is involved in a serious incident (see Appendix 3).

The aim of this meeting is to create a six-week plan for improving the child's behaviour.

This may involve working with outside agencies eg: *LA Behaviour team, art therapists, the Anna Freud Counselling service, School Nursing Team.*

Exclusions

7.1 Fixed Term Exclusions

Burdett-Coutts and Townshend Foundation CE Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward.

However, in some circumstances where persistent unacceptable behaviour occurs, or where behaviours present a Health and Safety concern, it may be unavoidable. Fixed term exclusions remain a sanction that will be used where the judgement of the Headteacher deems it to be the best way forward.

A fixed term exclusion would be put in place in accordance with legal regulations and documentation where it was felt that this action would support the child in moving their behaviour forward, or where there has been a serious breach of Health and Safety.

When fixed term exclusions do occur it should be considered by all parties to be a very serious matter. The authority to exclude resides only with the Headteacher, (or the Deputy Headteacher in the absence of the Headteacher).

Children may be excluded at lunchtimes, on a fixed term basis, if other reasonable steps have been taken and have not been successful.

The above procedure relates to formal fixed term exclusions.

Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment.

7.2 Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The Governors of Burdett-Coutts and Townshend Foundation Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.



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Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

The school must clearly show that they do not have the facilities to support the child's needs. Local Authority advice from the Behaviour Service would be sought in any instance of permanent exclusion.

Restorative Practice

Burdett-Coutts and Townshend Foundation CE Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way (See Appendix 1).

The restorative questions are displayed in every class room and all staff have them on a lanyard.

Any form of humiliation or sarcasm is not acceptable.

Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable.

However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's Behaviour Policy, the teacher may discipline a pupil for any misbehaviour when the child 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.



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Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management programme put in place - an Individual Behaviour Plan (IBP).

For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues.

In these cases it is likely that the Family Support Worker will be involved, as well as Parents.

Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Reasonable Force

At Burdett-Coutts and Townshend Foundation CE Primary School, staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself.

Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future.

The actions that we take are in line with government guidelines on the restraint of children.

Records are kept on SIMS and My Concerns and parents or carers are informed. Appendix 2 gives more details on the use of reasonable force.

Confiscation of Inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items.
- 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



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- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Transition

All records relating to a child's behaviour should be passed on to the new teacher at the end of the academic school year. These should be accompanied with a verbal description of how the child presents and any strategies that have proved fruitful in supporting them.

In Y6 the class teacher and SENCO will organise a full transition / induction process with the receiving school, according to the child's needs.

Monitoring

Senior Leaders together with the Family Support Worker monitor behaviour each week.

Behaviour is discussed at the weekly year group meetings and at the fortnightly support staff meetings. This enables all staff to be consistently reminded about the expectations and procedures; to review successful and unsuccessful strategies and to be aware of new trends/patterns of behaviour in each year group.

The impact of strategies and support for individual pupils is assessed every half term and reevaluated by Senior and Middle leaders.

The Governing Body receive a termly report about Behaviour and Welfare, written by the Headteacher. The Governing Body scrutinise the report and data to ensure that all groups of pupils are behaving well and responding to the support given.



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Appendix 1: Restorative Practice at Burdett-Coutts & Townshend Foundation CE Primary School

1.1 Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

1.2 Restorative Practices in Schools is about:

- building safer, saner schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

1.3 Why use a restorative approach?

- Sanction doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into the school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

1.4 Restorative Questions

To respond to challenging behaviour:

- **What happened?**
- **How are you feeling?**
- **Who was affected and how did that make people feel?**
- **What do you think you need to do to make things right?**
- **How can we do things differently in the future?**

1.5 Why No 'Why?' Questions?

'Why?' implies:

- 'I have already judged you and found you lacking – I know what I think you should have done.'
- is a question young people often can't answer – just as they often act with no awareness of possible consequences.



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Appendix 2: Use of Reasonable Force

2.1 Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with 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.

Headteachers 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.

Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

2.2 What is Reasonable Force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.



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2.3 Who can use Reasonable Force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

2.4 When can Reasonable Force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

2.5 Communicating the school's approach to the Use of Reasonable Force

Every school is required by law to have a Behaviour Policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.

Schools do not require parental consent to use force on a student.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.



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Appendix 3: Guidance on the use of the Reflection Sheet

The Reflection Sheet is a reflective process which uses the restorative five questions to enable a child to reflect on their behaviour following an incident or a series of incidents.

A. Unacceptable behaviour in the classroom

- Damage to property
- Defiance
- Disrespectful behaviour
- Disruptive behaviour
- Inadequate work

If a child has exhibited any of the above behaviours in the classroom, staff should:

- Move them to another table.
- Move them to another class.
- Talk to them about their behaviour.

If this happens more than once on the same day or if you notice a pattern, *eg; after play, before Maths*, then the child has to complete a Reflection Sheet.

B. Unacceptable behaviour at lunchtime

- Damage to property
- Defiance
- Disrespectful behaviour
- Disruptive behaviour
- Running around/across the hall

At lunchtime, if a child has exhibited any of the above behaviours, lunchtime staff should:

- Discuss the incident with Ms C. Hall
- Speak to the child by the tree/playground bench about their behaviour.
- Use a 5-minute sand timer to give them time out.

If this happens more than once on the same day or if staff notice a pattern, *eg; after Champ / football*, then the child has to complete a Reflection Sheet.

C. Serious incidents

- Bullying
- Fighting
- Homophobic incident



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- Name calling
- Physical abuse to an adult
- Physical abuse to a child
- Racist incident
- Theft
- Verbal abuse to an adult
- Verbal abuse to a pupil

If a child exhibits any of the above behaviour at any time, **they must complete a Reflection Sheet.**

D. What should staff do with the reflection sheet once it has been completed?

On Mondays to Thursdays, give your reflection sheet to the Family Support Worker (Mrs L. Deary).
On Fridays, please give your reflection sheet to the Assistant Headteacher on duty (Mrs S. Lee)

E. What will happen to the reflection sheet?

- A copy will be made for the child's file.
- A copy will be uploaded onto My Concerns.
- At the end of the day, the member of staff on behaviour duty will give it to the child's parent, away from the line, *eg in the office / hall* and explain the incident.

PLEASE NOTE:

- **When a teacher gives a child a Reflection Sheet, they must also record the incident on My Concerns.**
- **At lunchtime, if a child receives a Reflection Sheet, Mrs C. Hall must record the incident on My Concerns.**
- **Staff must not give the sheets to the parents in the line.**
- **If staff need to discuss the incident further, they must ask the parent to wait until every child has been dismissed.**



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REFLECTION SHEET

Name of Pupil

Class

Name of Staff Member

Date & Time:

What happened?	What are you feeling?
How did this make people feel?	What should you do to put things right?
How can you do things differently in the future?	