

**Blewbury Endowed C of E Primary School**  
Westbrook Street, Blewbury, Didcot, Oxon. OX11 9QB  
Telephone: (01235) 850411



**Executive Head**

**Lisa Austin:** lisa.austin@blewbury.oxon.sch.uk

**Consultant Headteacher**

**Lisa Horton:** head.3248@blewbury.oxon.sch.uk

**Head of School**

**Becky Costello:** becky\_cost@blewbury.oxon.sch.uk

## **Behaviour Policy**

**Ratified by Governing Body on:** February 2021

**Head Teacher:** Lisa Horton, Consultant Headteacher & Lisa Austin Executive Headteacher

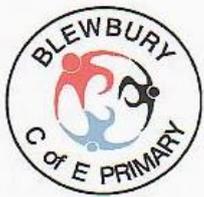
**Chair of Governors:** Ann Parham

**Review Date:** February 2022



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## Blewbury School Behaviour Policy

### School Philosophy

Our school believes that good behaviour is essential to achieving success, as individuals and as a community. We are committed to ensuring high standards of behaviour at all times. We support our children to achieve high standards of behaviour for learning in each lesson.

All members of our learning community are expected to follow these rules:

**Be Kind**

**Be Respectful**

**Be Safe**

We believe that developing an ethos of self-discipline and self-respect is central to helping children to take responsibility for their own behaviour, as appropriate for their age and needs. All children are expected to behave in a sensible and responsible way in school, and when representing the school. The children are expected to show due consideration, courtesy and respect for all members of the school community, as well as for personal and public property.

### Behaviour for Learning

- Behaviour for Learning involves supporting each child to make achieve their very best every day.
- Behaviour for Learning values the development of concentration, perseverance, good listening, active participation and self-reflection.
- Each classroom draws up a class contract, which is displayed. This is a reference point to, and reminder of, the shared expectations for good learning behaviour. The class contract is also shared with parents and added to the class web page.

### Behaviour for Positive Relationships

- Behaviour for Positive Relationships involves children working and playing together, including learning how to resolve any dilemmas and conflicts in a clear and constructive way, and with the least disruption to their learning. (see Appendix A – Peaceful Problem Solving)
- Promoting positive relationships is also valued, in that it encourages and develops positive qualities that are needed for life.

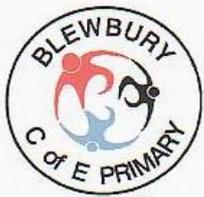
### Promoting Behaviour for Learning and Positive Relationships

- Adults are positive role models every day in school.
- Children are empowered to develop a sense of responsibility for their behaviour.
- Children are helped to consider and make the best choices.
- Adults employ consistent strategies to promote positive and encouraging behaviour, including the “language of choice”.
- Praise is used in a timely fashion to nurture, motivate and engage children who make good choices and demonstrate good behaviour, both for learning and for developing positive relationships.
- Staff and parents/carers work in partnership to promote good behaviour, which supports children to make transitions during the day and from home to school.



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· The whole school community is helped to know and understand the policy, and to support it into practice through a shared ethos.

- Good behaviour is promoted and taught through PSHE and weekly circle times.
- Good behaviour for relationships and learning will be celebrated through weekly certificates and rewards.

## ROLES, RESPONSIBILITIES AND EXPECTATIONS

### The Head Teacher:

· is responsible for implementing the policy and ensuring that the standards and expectations are positively promoted by staff and reflected in the attitudes and behaviour of the children.

· is responsible for keeping a central record of incidents involving restraint and bullying, and any other significant incidents.

In the event of a serious incident, the Head Teacher:

· will decide on whether any extenuating circumstances may apply;

· will decide on whether a fixed term or permanent exclusion is appropriate (In either case, they will notify the Governing Body of their actions); and

· may impose sanctions if poor behaviour out of school impacts on behaviour in school or puts staff or other students at risk in school (see paragraph 20, DfE document, 'Behaviour and Discipline in Schools – A guide for Head Teachers and school staff').

### All Staff will:

· support the Head Teacher and senior teachers in ensuring that standards of behaviour are maintained, and are consistently applied;

· behave with respect, courtesy and care towards children, in order to model appropriate behaviour and to de-escalate problems;

· use the school's reward system;

· ensure prompt communication with parents, striving to work in partnership;

· ensure that actions taken, and any sanctions applied are recorded as appropriate;

· liaise with external agencies, as necessary, to support and guide the progress of each child; and

· read and understand their responsibilities in relation to the DfE guidance on the 'Use of reasonable force' and understand when reasonable force can be used and by whom.

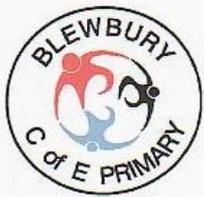
For a definition of reasonable force follow this link to the DfE advice for headteachers, staff and governing bodies (July 2013) <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

**To promote consistency of practice across the school the following steps should be followed in every class:**



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1. A reminder about the agreed class contract which gives the opportunity for the child to make a good choice using the ladder of consequence.
2. A warning.
3. Time out of class with work and time missed from playtime.
4. Sent to a Senior Teacher or Head teacher and possibly a discussion with parents if appropriate and necessary.

### The children are expected to:

- *Be Kind, Be Respectful, Be Safe.*

- work within the framework of this policy supporting the school's core values;
- accept given sanctions;
- model appropriate behaviour for younger children, as they move through the school;
- be caring and considerate towards others;
- work to the best of their ability and will share and value the contribution of others;
- listen;
- move around the school sensibly with a regard for others;
- respect property and equipment; and
- take increasing responsibility for their own actions and for putting things right.

We aim for all pupils to make good choices, resulting in pupils behaving well and building up and maintaining good relationships.

### Parents/Carers are expected to:

- work in partnership with the school to support and model an ethos of good behaviour, as outlined in the Home School Agreement;
- ensure that their child/children support the school's core values;
- in the event of fixed term exclusion, supervise their child at home, ensuring s/he is doing schoolwork and attend the re-admission meeting;
- attend meetings when requested and keep the school informed of any external issues which may impact on behaviour; and
- If parents have a behavioural concern, initially contact the class teacher. If the concern remains, they should contact the Head Teacher, and if still unresolved, the school governors. A copy of the complaints procedure is available by contacting the office and is on the school website.

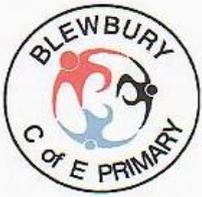
### The Governing Body:

- is responsible for agreeing the standards of appropriate behaviour and the policy to support this;



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- will monitor the effectiveness of the policy and review within the School's Policy Review Schedule;
- Will follow up any parent/carers concerns and respond as necessary; and

Will ensure that the complaints procedure has been followed.

### Rewards

To promote behaviour in an encouraging way the school has adopted a system of rewards which includes:

- Verbal praise for every child every week;
- Stickers;
- Certificates and praise for learning, behaviour and effort in all lessons;
- Positive messages and communication with parents, including phone calls home;
- Team Points/ House Points ??

In certain circumstances, some pupils may have their own behaviour management system with individual reward charts etc. This option can be used as deemed necessary by the class teacher in consultation with the parents, child, SENCO and the Head Teacher. Some children may have IBPs (Individual Behaviour Plans)

### Consequences

We strive to employ a consistent and hierarchical set of sanctions if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish. Children need to understand the consequences they could face if they choose not to comply with the agreed class contract or school rules.

The system gives students the chance to reflect on and regulate their own behaviour. If they choose not to, they will be given a warning. If they still do not respond, they will receive a consequence. We recognise that the consequence system will only work alongside the following:

- Clear and on-going teaching of expected behaviour, rules and routines;
- effective communication systems within school and between home and school, and outside agencies (when involved);
- one-to-one meetings between children and teacher or support staff to talk about behaviour;
- a balance between sanctions and rewards.

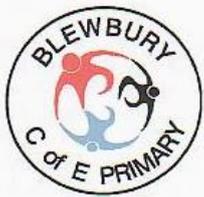
### Recording:

- Class teachers are responsible for keeping written records of incidences and relevant conversations with parents/carers when they report concerns about behaviour;
- Standard incident forms are kept in a class file and monitored regularly;
- Significant incidents, incidences involving restraint and bullying incidences are recorded, stored securely and always discussed with Designated Safeguarding Lead and/or the Headteacher;
- An additional risk assessment is completed for children with an identified behaviour need.



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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. A copy of the Anti-Bullying Policy is available by contacting the School Office and is on the School website. All staff have checklists on how to manage a bullying incident. There is a yearly school self-assessment on the management of these issues, followed up by an action plan when needed.

### Dealing with Extremely Challenging Behaviour

For some pupils in some situations, Individualised Behaviour Management Systems need to be employed to help improve behaviour. A risk assessment will be undertaken for any pupils whose extreme behaviour may possibly cause injury to themselves and/or others.

Behaviour that gives extreme cause for concern will be reported to the LA and support services requested. Advice from the Educational Psychologist and Pupil Referral Unit and if needed out-reach support will be sought and acted upon where necessary.

We acknowledge the need to make reasonable adjustments to the policy on an individual basis in the light of the Disability Act 2001 and all the circumstances of the case. We also refer to the latest DFE guidelines to ensure this policy is up to date and in line with current national advice and recommendations.

### COVID 2020

Although we want all children to feel welcome, staff will need to try to avoid any physical interventions with children.

In the first few days back to school, expected behaviour will be discussed with the children in an age appropriate manner:

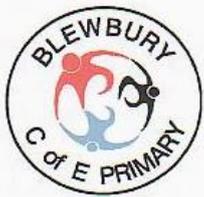
- Children who keep to the new rules will be praised
- Children who are struggling with the new rules will be supported and reminded
- Younger children and those with SEND will have classroom discussions and have daily reminders about the new routines
- Posters and pictures will be put up to help children to understand the new expectations
- Children who show dangerous behaviours and purposefully do not follow social distancing instructions will not be permitted to attend the setting the following session.
- If a child displays challenging behaviour that is putting others at risk, the rest of the class will be removed from the classroom and go outside – social distancing where possible.
- The adults will watch from a distance and wear PPE if physical intervention is needed if the child is a risk to themselves or others. The HT will be called upon immediately.
- The child displaying the behaviour will remain inside if possible, with HT and additional staff member. One member of staff to attend to minimise exposure.
- If a child continues to display challenging behaviour, parents will be called to collect the child. They will be not permitted to attend for the following session or more depending on the level of behaviour (exclusion protocol followed)

Please also refer to our Anti-Bullying Policy.



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## EXCLUSIONS

### Exclusions

Under current legislation, headteachers have the power to exclude pupils on disciplinary grounds for one or more fixed-term periods or permanently. The behaviour of a pupil outside school can also be considered as grounds for exclusion. A decision to exclude a pupil for a fixed-term period will only be taken in response to serious breaches of this Behaviour Policy where these are not serious enough to warrant permanent exclusion, but lesser sanctions as outlined in this policy are inappropriate. The impact of the child's behaviour on the welfare, wellbeing or right to an education of current pupils will be considered when making this decision.

In line with advice from the Department for Education, permanent exclusion will only ever be considered as a 'last resort', in response to a serious breach or persistent breaches of the school's behaviour policy; and where possible allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school"

In all decisions relating to any form of exclusion, DfE and ODST advice – including that related to notification or parents - will be followed. This decision will be made by the headteacher or, in their absence, a member of staff carrying out this function. Governors are fully informed of all exclusions and will be involved in any appeals where appropriate.

[School exclusion - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### Other considerations:

In line with statutory guidance from the Department for Education (Behaviour and Discipline in Schools: Guidance for Governing Bodies), the headteacher retains the right to search pupils and their bags where necessary.

*From Exclusion from maintained schools, academies, and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017.*

### Behaviour Policy

The headteacher will use the sanctions outlined in this policy to follow up any poor behaviour beyond the school gate, such as:

- Taking part in any school-organised activity (such as sporting tournaments)
- Travelling to and from school
- Issues which arise at home, such as cyber-bullying
- When a child is identifiable as a pupil at school
- The headteacher or senior school staff will consider whether it is appropriate to notify the police or Police Community Support Office of any issues which have been dealt with. If the behaviour is criminal or poses a risk to the public, the police will always be informed.

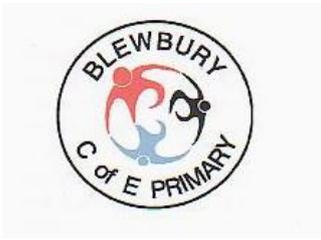
School staff will also consider whether any poor behaviour might be linked to a child suffering, in which case the school Safeguarding and Child Protection Policy will always be followed.

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LH January 2021



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