



## Blewbury Endowed C of E Primary School



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Headteacher: Jo Reeder



# Behaviour Policy

Approved by Headteacher	Signature	Date
Jo Reeder		28/09/23
Approved by Chair of Governors	Signature	Date
Ann Parham		28/09/23
Date of Issue	February 2022	
Date of this review	September 2023	
Next review due	September 2024	

Our school is a place for all to belong. Through **love**, we nurture all to grow in their own unique way.

We create an environment for all to flourish; to **forgive**, be **resilient** and **courageous**, making a difference to our community and the world beyond.

*Nurture • Grow • Flourish*

## **Blewbury School Behaviour and Exclusions Policy**

### **School Philosophy**

Our school believes that positive behaviour is essential to achieving success, as individuals and as a community. We are committed to ensuring high standards of behaviour at all times in every aspect of school life. We support our children to achieve high standards of behaviour for learning in each lesson. We relate our expectations to our school values whenever possible.

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. Adults in school will model this, through our vision and values, for the children.

### **Behaviour for Learning**

- Behaviour for Learning involves supporting each child to achieve their very best every day.
- Behaviour for Learning values the development of concentration, perseverance, good listening, active participation and self-reflection.
- At the start of the school year, classes will negotiate and agree a small number of additional rules personalised to that class, as part of a class charter, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom, shared on class pages on the website and referred to regularly.

### **How adults in our school community will behave**

Behaviour is everyone's responsibility and how our pupils behave is indicative of how our staff, parents and all members of the school community support the policy.

#### ***All staff will***

- be absolutely consistent in how they apply our policy
- will repeatedly model expected behaviours and positive relationships
- respond to all pupil behaviour in the same way using the same language
- deal with unacceptable behaviour in a calm, firm manner not raising their voices in anger
- use positive language whenever possible and as often as possible

#### ***in addition, Classroom teachers will***

- be well planned, well prepared and ready to meet the needs of the pupils in their class each day
- ensure routines are in place and expectations are clear

***in addition, The Headteacher will***

- ensure under the School Standards and Framework Act 1998, that all staff implement the school behaviour policy consistently throughout the school
- report to governors, when requested, on the effectiveness of the policy
- ensure that all staff are supported to implement the policy by setting standards of behaviour
- ensure school records maintained and all serious incidents of behaviour are reported

***in addition, Parents/carers will***

- work collaboratively with school to support the mental health, wellbeing and behaviour of their child
- inform the school of any concerns in or out of school relating to their child
- apply the principles and language used in school in the case of any prolonged school closure or prolonged period of absence.

***in addition, Governors***

- will approve the general behaviour principles and support the Headteacher in carrying these out
- understand that the Headteacher has the day-to-day authority to implement this policy fully
- Will ensure that the complaints procedure has been followed.

**Rewards**

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

- Verbal praise for every child
- Stickers
- Certificates and praise for learning, behaviour and effort in all lessons
- Positive messages and communication with parents, including phone calls and/or emails home
- Star of the week certificates
- House Points

**House point system**

All children belong to a house group in which they remain throughout their time at Blewbury. Each house has a Captain and Vice-Captain from Year 6, who are chosen by the other pupils in their house. House points can be awarded by any member of school staff. They can be awarded for both work and behaviour, up to a total of 2 at any one time. House points earned by each child are recorded on a class wall chart. Once a child has gained a certain number of House Points they will be awarded a certificate in a Friday Celebration Assembly and shared via our newsletter.

- 50 House Points – Bronze Award
- 100 House Points – Silver Award
- 200 House Points – Gold Award
- 400 House Points – Platinum Award

Each week, the combined scores for each team are collected and announced during the Friday Celebration Assembly. The running total is displayed on the house boards in the school hall and on the website. At the end of each term the winning house will gain a reward (such as 10 minutes extra playtime) negotiated by the winning House Captains with the Headteacher.

**Star of the week certificates**

At least 1 pupil per class is rewarded with a certificate in our Friday celebration assembly. The certificate is rewarded for strong effort in learning (including home learning) and/or behaviour.

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/carers, child, SENCO and the Headteacher.

**How all staff will respond to pupil behaviour**

Expected behaviour from all pupils	How adults will respond to this behaviour
Learning in each lesson Listening to adults and to each other Allowing others to focus on their learning Being polite to their peers and adults Sharing and taking turns Using kind words Following instructions Taking pride in their work Taking pride in their school Using a growth mindset Demonstrating our school values	Adults will acknowledge expected behaviour both verbally e.g. <i>well done</i> and non-verbally e.g. smile, thumbs up  Apply our feedback and marking policy  Give pupils stickers
Behaviours over and above expected	How adults will respond to this behaviour
Putting their best effort into learning Looking after other children Encouraging others to behave well Encouraging others in their learning Being helpful Celebrating the achievement of others Being a role model for other children Representing the school with pride and enthusiasm	Awarding house points Giving specific praise Using work as an example to the rest of the class Sharing work or wow moments with parents via Seesaw Sharing work with Headteacher (house points, post cards home) Awarding Star of the Week
1. Less than expected behaviour	How adults will respond to this behaviour
Off task e.g. talking about things other than work when they should be learning Interrupting the learning of others e.g. calling out Using unkind words to others Moving unsafely around the school / rocking on chairs/ moving around the classroom without permission	Reminder of school rules e.g. ‘remember to be kind to others’ or ‘remember we work hard by starting work straight away’. Pupils will be given an opportunity to make the correct choice. Verbal reminder of the expected behaviour e.g. ‘I would like you to stop talking about the birthday party and start working, thank you.’, or ‘We are going to talk about work only in this session and save other things for playtime.’  <u>Staff will give the pupil a short time to make the correct choice without giving them further attention.</u>
2. Poor behaviour	How adults will respond to this behaviour
Continuation of unacceptable behaviour after adult intervention. Repeated use of unkind words/rudeness towards peers or adults Using inappropriate/foul language Physical aggression with provocation	The pupil will be asked to work in a parallel classroom or to stay with an adult (if it is at playtime). This time out will last for 3-5 minutes for EYFS/KS1 pupil and 5-10 minutes for KS2 pupil. The pupil will then return to class or carry on playing if appropriate behaviour resumes.

<p>Refusing to take responsibility for their actions (lying about their actions, lying about the actions of others)</p>	<p>Pupil will miss part or all of playtime in order to have a restorative conversation with an adult- usually their teacher, about poor behaviour displayed. If at breaktime, duty staff will inform class teacher of playground incidents/poor behaviour.</p> <p><b>Repeated incidents of poor behaviour</b></p> <ol style="list-style-type: none"> <li>1. Teacher/staff member to complete a reflection form with the child.</li> <li>2. Pupil may be given a Behaviour Support Plan (BSP) to ensure specific support can be given to the pupil to enable them engage in whole school behaviour policy effectively and / or to monitor unacceptable behaviour to enable the Headteacher to make appropriate decisions about the pupil.</li> </ol>
<p><b>3. Dangerous or threatening behaviour</b></p>	<p><b>How adults will respond to this behaviour</b></p>
<p>Unprovoked physical or verbal aggression intended to cause harm. Bringing dangerous items into school Threatening or bullying behaviour Intentionally making unkind comments about another person's appearance, race or religion. Stealing Using electronic devices to bully or frighten others.</p>	<p>Serious incidents of behaviour will be reported to the Head teacher (or if absent, the designated member of staff) immediately.</p> <ol style="list-style-type: none"> <li>1. The teacher, allocated member of staff or Headteacher will investigate the events with an aim to understanding what has taken place and the appropriate consequence for the behaviour(s).</li> <li>2. Parents will be contacted by the appropriate member of staff to let them know that their child has been involved in a serious behaviour incident and what happened.</li> <li>3. The child(ren) will need to have time away from the classroom, peers or playground to reflect on the incident with an adult. This could take place the same day or if necessary the following break time. This will always take place as soon as possible after the incident. The child(ren) will have a conversation with an adult to identify the poor behaviour choice and then focus on 'repair' and 'putting it right' to ensure a sense of closure. This reflection will ensure the child(ren) takes responsibility for their own actions, a copy of the reflection form will be sent home to parents.</li> </ol> <p>The incident will be recorded on CPOMs (if trained member of staff) or an incident form and be kept in the class behaviour file The incident may be reported to governors The incident may result in a fixed term exclusion The incident may result in permanent exclusion</p>

## **Sanctions**

See points 2 and 3 above.

## **Lunchtime exclusion**

Children who are unable to manage their behaviour at lunchtime may be internally excluded for the lunch period. In some cases, pupils will need to be collected by parents and taken home for the lunchtime period. If it is deemed necessary for an internal exclusion, the Headteacher will make this decision and contact the parents.

## **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 of 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.*

## **Electronic Devices**

The Headteacher may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- bully or frighten
- disrupt teaching
- break school rules
- commit offence
- cause personal injury

- damage property

Any data, files or images that are believed to be illegal must be passed to the police as soon as possible without deleting them. Any data, files or images that, although not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

### **Special Educational Needs**

We recognise that for a very small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the child(ren), staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

### **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 governors 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

### **Recording, Monitoring and evaluating behaviour**

Incidents of unacceptable behaviour throughout the school are recorded in class behaviour files and CPOMs. These records will be used to evaluate the effectiveness of the Behaviour Policy, to inform parents and external agencies when necessary.

### **Additional information**

This policy reflects the behaviour principles agreed by our governors.  
This policy also links to the school Anti-bullying policy.



At Blewbury School we work hard to ...

**BE  
KIND**

*be*  
**RESPECTFUL**

**BE  
safe**

**When we model this positive behaviour we can...**

Feel **PROUD** of ourselves!



Hear other children and adults say good things about us.

Act as a **ROLE MODEL** to other children.

Be awarded **HOUSE POINTS**

Be given stickers



Become **star** of the week!



*Sometimes things go wrong. If this happens we need to stop and think about how we can make changes.*

*-We should calmly talk to an adult about what has happened and how we can move forwards.*

*-If this doesn't work, we may need to have some time out of class or play.*

*-If we still can't resolve the issue, we will need to see Miss Reeder or another teacher in school.*

*-Sometimes our adults at home will need to know what has happened to help us.*

**Together we can make our school a happy place where we can play and learn.**



**Reflection Form**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The rules we have written and agreed to keep when we are in school and at playtime:

**Be Kind**

**Be Respectful**

**Be Safe**

I showed poor, dangerous or threatening behaviour by:

I will make it better by:

How I will avoid making the same choice again:

I know adults are there to help me, at home I will tell.....about this so they can help me.

School adult signature: .....