



Bishopstone C.E. Primary School

Bishopstone Church of England School, Bishopstone, Swindon, Wiltshire, SN6 8PW

Behaviour Policy

The policy is devised by the governors, Headteacher, and staff. It is then shared with parents and pupils. This is the whole-school approach to behaviour and discipline. This policy will be monitored regularly and reviewed annually. All members of staff, including our M.D.S.A. are briefed on the contents to ensure consistency. Good behaviour and discipline are essential to good education. Without an orderly atmosphere, effective teaching and learning cannot take place. We believe that behaviour management does not exist alone and this policy is supported by both of our PSHE, Citizenship and Anti-bullying policies.

Bishopstone CE school promotes Christian values and fosters an environment of spirituality, creativity and respect where everyone is valued and each child can achieve their full potential.

Christian Values that the school seeks to promote are:

1. Generosity
2. Compassion
3. Courage
4. Forgiveness
5. Friendship
6. Peace
7. Thankfulness
8. Trust
9. Perseverance
10. Justice
11. Service
12. Truthfulness

It is the aim of this school to assist children to grow up with a clear and acceptable view of what is right and what is wrong: appreciating the needs of others and of society around them. Children learn by example. Teachers, along with parents have a responsibility in setting a good example. In managing the behaviour difficulties of individual pupils, the school has regard to the schoolbased stages of assessment set out in its policy for Special Educational Needs. The Headteacher is responsible for securing discipline on a day-to-day basis subject to any guidance set down in writing by the governing body. The Headteacher will have regard to any guidance offered by the governing body in relation to a particular issue.

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Policy Statement

“...consider how much impact could be made if every member of the school whether child or adult was committed to creating an environment where everyone was regularly listened to and encouraged, where a school made clear its commitment of finding ways to building relationships and giving respect and support to all its members.”

Jenny Mosley

Key Principles

1. Everyone has the right
 - to feel safe, healthy and happy
 - to be treated with respect, dignity and equality
 - to learn or to teach, or to do their job

In the Bishopstone, everyone has a responsibility to uphold these rights.

2. Emphasis is placed on looking for opportunities to encourage positive activity by rewarding it. ‘Positive activity’ covers not only quality of work, but also effort, attitude and behaviour. Children who contribute positively to the learning environment are entitled to Golden Time (see below). The Bishopstone Behaviour Policy has been drafted based on the ethos and practice promoted by various sources including, Jenny Mosley’s publications on behaviour management.
3. Positive behaviour is linked firstly to our day to day Christian Values, which in turn tie directly in with the Golden Rules that govern all behaviour. The Golden Rules represent a code of conduct, indicating how to behave for the common good. These Golden Rules (see below) governing how people behave apply as much to adults, including all staff in the school, as to the children themselves. There are additional Playground and Lunchtime rules that are slight variations on the Golden Rules.

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Golden Rules: a whole school approach

Golden Rules

We are gentle	We don't hurt others.
We are kind and helpful	We don't hurt anybody's feelings
We listen	We don't interrupt.
We are honest	We don't cover up the truth.
We work hard	We don't waste our own or others' time.
We look after property	We don't waste or damage things

Playground Golden Rules

We are gentle	We don't hurt others
We are kind and helpful	We don't hurt anybody's feelings
We play well with others	We don't spoil others' games
We care for the playground	We don't damage or spoil anything
We listen	We don't interrupt
We are honest	We don't cover up the truth

Lunchtime Rules

We line up quietly	We walk in the school
We finish what we are eating before we speak	We remember to say 'please' and 'thank you'
We put our rubbish away	
We talk quietly to the people next to us	

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Golden Time: the underlying principles

Golden Time is a privilege that is available to all children if they adhere to the Golden Rules.

Golden Time is a fixed amount of time in KS1 and KS2 (20 minutes), on a Friday afternoon at 2:30pm.

- Activities on offer during Golden Time are negotiable between teachers and children. Children may sign up for their chosen activity prior to Golden Time.
- Unsatisfactory behaviour can lead to a child losing some of his/her Golden Time. Children who have lost Golden Time lose it at the start of Golden Time. They are required to sit and be silent, whilst watching a sand timer/clock 'countdown' their lost time. When they have completed their sanction they join the activity that they signed up for.
- No child forfeits Golden Time without first being warned that he/she is at risk of doing so. Only in exceptional circumstances is Golden Time lost without prior warning. A record is kept, and displayed, of all Golden Time lost by individuals, in both classrooms.
- Children who regularly lose Golden Time will have a letter sent home detailing which of the Golden Rules have been broken.

Golden Work of the Week

Within school children who exhibit positive behaviour are rewarded through praise, stickers and certificates in the 'Work of the Week' Collective Worship.

- Children with improved or outstanding work are sent to other teachers and/or Head teacher to share.
- Unsatisfactory behaviour needs to be talked about and evaluated and not simply punished. Children, who find it difficult to adhere to the Golden Rules, and frequently lose Golden Time, can be given the opportunity to earn back lost time. Such incentives can be negotiated between the child and their teacher.

Circle Time: the underlying principles

- Circle Time offers opportunities for positive communal activity.
- Circle Time offers time for discussion and reflection.
- Everyone in the circle is equally important. Circles have no top, no bottom, no head and no tail. Circles do not create superior or inferior places to sit, nor do they signal that some people are 'leaders' and 'important' whilst other people are 'followers' and 'unimportant'. Without each person there, the circle is incomplete – everyone is in a position to make an equally valuable contribution to the success of the circle.
- The teacher is a part of the circle, and not the centre of it. If children are seated then the teacher must use the same chair. If the children are on the carpet then the teacher must sit there also.
- Initial Circle Time sessions can focus on the drawing up of Golden Rules for behaviour both within and outside the circle.

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- Circle Time is a time not only for talking, but also for listening and respecting other people's rights to speak up and give opinions
- Children are as much entitled to influence the agenda for Circle Time as teachers
- Properly and consistently applied, the principles of Circle Time make a major contribution towards enhancing each child's self esteem and belief in his/her own worth.

Each class has a 'Prayer and Reflection Area' that allows a child to sit and think quietly and individually.

House Points System

The house point system exists to promote self discipline in our children and encourage them to be hardworking members of the school. House Points may be earned for good behaviour and exemplary participation in classroom activities. House points are placed in the 'House colour boxes' which are besides the library. These are added up weekly and shared at the end of each assembly. are recorded by the teacher and the results shared fortnightly in Collective Worship. Children also have the ability to accumulate individual totals of points (KS2) and this results in them being awarded with additional time on the computer. Special achievements are recognised in the Friday 'Work of the Week' Collective Worship. Children who are chosen in these assemblies are called mentioned on the school website. Staff are free to supplement these strategies with other forms of incentives and rewards (e.g. praise, stickers, stamps, badges, non-verbal gestures, verbal praise etc.).

Disciplinary procedure if unacceptable behaviour occurs

It must also be understood that certain behaviours will be considered unacceptable

- Swearing at pupils or staff
- Physical or emotional bullying (see Bishopstone Anti-bullying Policy)
- Physical violence aimed at another pupil or staff
- Deliberate damage to the property of an individual or the school
- Theft of personal or school property

The timescale over which these procedures are enforced may vary

1. Teacher/adult to request behaviour is changed
2. Teacher/adult to give a verbal warning
3. Child given time out to consider/ cool down
4. Child's teacher involved. He/she may choose to inform parents of unacceptable behaviour if it involves bad language or violence towards another pupil or adult
5. Privilege/Golden time withdrawn, child asked to consider the behaviour and make apologies if necessary or positive steps to ensure that it does not happen again.
6. Class teacher to involve the Headteacher
7. Child could be removed from the classroom and work 1:1 outside of it e.g. with Headteacher
8. Headteacher to involve parents
9. Headteacher will be responsible for taking the matter further and considering temporary or permanent exclusion in consultation with Governors.

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Before School

Children's behaviour is the responsibility of their parent/carer prior to the school bell at 09:00. Staff are on the playground from 08:50 and if they see negative behaviour they would intervene with the Golden Rules and sanctions.

Playtime procedures

Children are never on the playground without adult supervision. Should a child's behaviour be inappropriate the member of staff on duty will resolve the disagreement/problem and if necessary remove the child from the situation. Pupils will stand next to the teacher. Serious offences will be managed in the same way as they are at lunchtimes.

Lunchtime procedures

The Midday Supervisory Assistants (MDSA) is in charge of the management of behaviour during the lunch time in the village hall and as such, have complete authority, although they may refer to teachers if necessary. Children are praised for their good behaviour and good table manners in the classroom, at all times the MDSA should:

- Praise other children for appropriate behavior;
- Be clear why the reward/sanction is being applied – relevant red/green slip can be used
- Avoid giving group sanctions
- Make clear what changes in behaviour are expected to avoid future sanctions
- Remember that it is the behaviour rather than the child that is being sanctioned. The MDSA will use the same Golden Time rewards and sanctions.

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher, alongside the SENCO will draw up an Individual Behaviour Programme. The SENCO and Head teacher and if necessary Nylands Outreach team will work together to implement the programme which will include: Achievable targets, additional and different strategies to help the child to achieve the targets, responsibility for implementation, parental involvement, etc. Individual Behaviour Programmes will follow the guidelines of the Code of Practice and be additional to and different from the policy for the whole School but they will still remain within the general ethos of the School. Contact for Nylands Outreach Team Tel: 01793 612874. All staff working with the pupil will be informed of this, including lunchtime supervisors. This will give a consistent approach throughout the school day.

Leadership and Management Roles

All school staff are responsible for supporting the development of good behaviour at the Bishopstone. The Head teachers main role is to:

- Ensure that all staff are familiar with this policy and implementation
- To reinforce the Golden Rules and good behaviour
- To prepare, organise and lead training
- To work cooperatively with lunchtime supervisors, Teaching Assistants in providing advice and support
- Observe behaviour of all the children in the school
- Identify any lapses in children's behaviour and bring it to the attention of the staff

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External support partners

The school may on occasion judge it right to ask Swindon Borough Council for assistance from the authority's welfare officer and educational psychology services in dealing with difficult pupils. This involvement may take the form of:

Discussions about individual cases with school staff, and advising staff generally

Discussing behavioural difficulties with the pupils themselves with the agreement of the school
Visits to pupils homes

Acting with the Headteachers agreement, as a neutral chairman at meetings between school representatives and parents

Contributing to programs of INSET training for teachers

Physical Interventions

Very rarely, a member of staff may be required to physically intervene with a pupil, for example, if two children were fighting, or if a child was causing danger to others and needed to be moved away. There is a policy on physical restraint that covers this aspect of behaviour and outlines the procedures to be followed. Staff have received 'team teach' training which is a 'positive handling' technique.

Exclusions

The Head Teacher, in consultation with the Governors, has the right to exclude children if the need arises. We follow Swindon Borough Council guidelines. This is seen as a last resort by all, and would only take place if a gross act of misconduct was performed, or if all else repeatedly failed. Parents would be informed of the steps along which a child has proceeded to get to this stage and we would be working very closely with them and other agencies to support them back into school.

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents//carers the time needed. When school needs to discuss anything with the parents/carers then they will be contacted to arrange an appointment.

Policy written by E Lindsay

Policy approved by Gill May

Designation Chair of Governors

Signed *Gill May*

Date Feb 2017

Review Feb 2019

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