



BLAKENEY, WALMORE HILL AND PILLOWELL FEDERATION BEHAVIOUR POLICY

Staff responsible	Head Teacher
Reviewed	Spring 2023
Next review	Spring 2024

Equalities Statement

Blakeney, Pillowell and Walmore Hill Schools' Federation provides an education for all, acknowledges the society in which we live, and is enriched by the ethnic, cultural and religious diversity of its citizens. The school strives to ensure that the culture and ethos of the school are such that, whatever the heritage, origins, faith, age, gender, sexuality and ability of members of the school community, everyone has the right to equal chances, is equally valued and treats one another with respect so that all pupils and staff are encouraged and supported in achieving their full potential. We provide pupils with opportunities to experience, understand and celebrate diversity, actively tackle all instances of unlawful discrimination and strive for equality of opportunity and good relationships to permeate all aspects of school life:

- attainment, progress and assessment
- behaviour, discipline and exclusion
- admission and attendance
- curriculum
- personal development and pastoral care
- teaching and learning
- working with parents / carers and communities
- staff recruitment and professional development

Safeguarding Statement

The Designated Safeguarding Leads (DSL) are responsible for Safeguarding in each school and there are Deputies who are responsible if the DSL is not on site. They liaise with the named Safeguarding Governor. We will follow the procedures for child protection drawn up by the Local Authority and the Governing Body.

If any person suspects that a child in the school may be the victim of abuse, they should not try to investigate, but should immediately inform the Designated Safeguarding Lead about their concerns.

When investigating incidents or suspicions, the person responsible in the school for child protection works closely with social care, and with the Gloucestershire Safeguarding Children Partnership. We handle all such cases with sensitivity, and we attach paramount importance to the interests of the child.

We require all adults who work in school to have their application vetted by the police, in order to check that there is no evidence of offences involving children or abuse. (DBS, Barred and Prohibition Checks).

All the adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded. It is better to be safe than sorry and we trust that parents and carers, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

Accessibility Statement

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect. Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be.

For further information, please see Safeguarding Policy.

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1. Aims

- To develop a sense of responsibility in each child for their own behaviour.
- To involve staff, children, parents and governors in formulating and promoting the policy.
- To develop positive strategies for dealing with behavioural issues.
- To develop an awareness of the needs of others.
- To integrate the Federation Gems in all aspects of behaviour and reflection.

This Behaviour Policy is a Federation policy, which will be implemented and monitored by all staff across Blakeney, Walmore Hill and Pillowell. Parents/carers will be kept informed of any major changes to the behaviour and discipline policy and practices in school, as we believe that home/school partnership is key to success in this area. The following policy elaborates upon the elements within the Home School Agreement on behaviour and discipline. Time will be taken whenever necessary to discuss the key points of this policy with children at whole school, class, group or individual level.

2. Rationale

- The importance of discipline in the smooth running of the school is paramount. Children must be clear about acceptable and non-acceptable forms of behaviour with reasons always being given why behaviour is unacceptable. This needs teaching, especially in reception classes, and we do this through our Personal Social Health Economic (PSHE) curriculum, Circle Time activities and general day-to-day reinforcement.
- Time is well invested initially in teaching and re-enforcing good behaviour so teaching of National Curriculum and Foundation Stage is subsequently easier.
- Outsiders' opinions of school are influenced largely by children's behaviour.
- An agreed positive approach will generate high morale.
- A well-established policy is supportive to new staff.
- Reduced stress levels.

3. Behaviour Principles

- Children should follow school rules at all times.
- Bullying will not be tolerated.
- Children should show consideration and respect for others and their environment.

- Children should do as any adult in school asks them the first time.
- Children must speak politely to other children and adults.
- Children should never self-exit classrooms.
- Children should walk in school at all times for reasons of safety.

Also see Appendix 1: Guide to Breaktimes and Lunchtimes

Parents should support the following rules:

- For safety reasons children are not allowed to wear jewellery in school. Children with pierced ears should wear studs only in school and they should be taped or removed for PE lessons.
- Sweets should not be brought to school.
- No dangerous items such as penknives, needles etc. should be brought to school and will be immediately confiscated if found and will be personally returned directly to the child's parent by a member of staff.
- Parents should not let children bring money to school.
- Mobile phones should be handed to the office for safe keeping and may be collected at the end of the day (See Policy for Arrivals, Handover, Departure and Missing Children)

Note: School does not take responsibility for toys brought into school.

4. Our Gem Behaviour Rules

- Do as any adult in school asks first time.
- Be kind and caring towards others.
- Show good manners by being polite.
- Show respect for belongings and the school environment.

Also see Appendix 2 Learning Gems

In classes, staff use a form of 'stop and listen'. At this instruction all children should stop what they are doing and look at the teacher ready to listen. Teachers take time, particularly at the beginning of the school year, to explain what is expected of children.

5. Rewards and Sanctions

At Blakeney, Walmore Hill and Pillowell Federation (BWP), we place great emphasis on rewarding good effort, attitude, work, manners and behaviour.

Reward Systems

- Praise and stickers in abundance!
- Gem Time on a Friday afternoon (teacher discretion)
- Class Dojo: on-line reward system children are awarded 'Dojo' points for good behaviour/ attitude.
- Work and examples of good learning shared in our celebration assemblies.
- Team/ House points.
- Gem certificates – details in the Gem books in the School Entrance areas.
- 'Gold letters' home from the Head teacher for continual good behaviour/ attitude.
- Teachers to send children with work to the Head teacher/ Deputy Head teacher and respective Assistant Head Teachers

Sanctions for unacceptable behaviour

If a child misbehaves verbal warnings are given. Each classroom displays a poster indicating the possible reasons for a warning. A child can receive 2 warnings in a day. If a third warning is needed the child will miss part of their Friday Gem time or be sent to a member of the Senior Leadership Team (SLT) as appropriate to the child's age.

Gem Time for unacceptable behaviour:

Class Teachers to send children to Senior Leadership Team (SLT) Gem Time and add the details to the Child Protection Online Management System (CPOMS).

Children will participate in a reflective Gem Time with an SLT member. Some children will only need to miss 15 minutes. Children to be brought to the SLT by another member of the class.

Indiscretions are tracked and if this is a regular occurrence, parents will be informed what has happened and invited to discuss their child's behaviour with the Head Teacher.

If SLT Gem Time is proving inappropriate for some children (e.g. with Special Needs) then the SLT will decide on a more appropriate strategy.

Some children may undertake 'BWP Service'. This is where the children will support the lunch time supervisors to encourage respect and miss their lunchtime.

Unfinished work:

Class Teachers may keep children back to finish work as necessary during break or lunch – Class Teachers to organise and be responsible. If it is persistent then Class Teachers will log it on CPOMS with action for Class Teacher to speak to parents and any necessary, follow up actions.

Younger Children:

Particularly in the Early Years Foundation Stage (EYFS), Year 1 and for some Year 2 children – 'time out' needs to happen immediately; children should be removed from the situation and sit elsewhere in the classroom for a short period. The Class Teacher should explain to the child what he/she has done wrong. If the behaviour is persistent then the Class teacher should log it on CPOMS with an action for Class teacher to speak to parents.

Any severe cases of unacceptable behaviour should be referred to SLT immediately.

6. Positive Handling

At Blakeney, Walmore Hill and Pillowell Federation (BWP) certain staff are trained in Team Teach positive handling and therefore these members of staff will be called upon if physical handling is required. This policy determines that staff are to take reasonable action to minimise all risk in situations where a child might cause harm.

7. Suspension and /or Exclusions

Extreme misbehaviour may result in suspension or permanent exclusion. In accordance with the Local Authority guidelines, pupils who display any of the following, significantly or persistently, may be excluded:

- Physical aggression to staff/adults.
- Physical aggression to pupil/s.
- Verbal abuse to staff.
- Bullying/racism to other pupil/s.

- Refusal to accept rules/discipline.
- Possession of weapon/dangerous object.
- Theft.
- Alcohol related misdemeanours.
- Damage to property.
- Drug/solvent abuse.
- Sexually related incidents.

Of course, many of these behaviours will never be seen and in all cases, exclusion would only be used as a very last resort. At BWP we hope to avoid exclusion by the use of appropriate support and early intervention, but where pupils do transgress the most serious rules, exclusion will be used. It is important that pupils learn to recognise that which may be regarded as completely unacceptable behaviour and understand that such behaviour will not be tolerated in any part of society. When the Head Teacher makes the decision to exclude a pupil it is done in line with the 'Gloucestershire Guide to Exclusions in School' and the Governing Body is informed and involved in the process according to these guidelines. More details are in the Exclusion Policy.

In summary:

1	Behaviour is determined
2	Verbal warning system
3	Final warning – time out/missed Gem Time
4	Behaviour chart
5	Internal isolation – move to another class
6	Identified Behaviour Report (IBR)
7	Risk Assessment & Reasonable Adjustments discussed and identified
8	Fixed Term Exclusion
9	Conversation with parent about their children being at risk of Permanent Exclusion
10	Permanent Exclusion

It's worth noting that in points 4-10, parents are alerted and will continue to play part of the process.

8. Bullying

Whilst we recognise that bullying may occur from time to time in any school, we will do our utmost to stamp it out at BWP. Please see the Equality Policy/ Anti-bullying and Hate Policy for further details.

9. Racial Incidents

All racial incidents, including racial comments or abuse, will be reported immediately to the Head Teacher. Such incidents will be regarded as extremely serious and recorded in the school log that is required by

Gloucester County Council. The log will be passed on to Gloucester Education Authority. The parents/carers of the perpetrator of any racial incident will be informed immediately, by telephone if possible. The parents/carers of the victim will also be contacted to explain what has happened and how it has been dealt with. School follows the County Council guidelines and procedures for dealing with and reporting racist incidents in schools. Pupils must understand that any form of racism will not be tolerated in our school.

10. Parents

Our policy is to involve parents fully in the process of their children's education.

Parents:

Should contact school if they have any concerns at all about their child's behaviour, well-being or happiness. The first port of call will usually be the child's class teacher, but if parents prefer, the Head Teacher:

- will be contacted if class teachers feel that a behaviour pattern that might be described as unusual for a child becomes evident. This contact will take the form of a quiet word at the beginning or end of the day, where this is possible, or a telephone call or note home inviting parents/carers to come into school to discuss their child's behaviour with the class teacher.
- will be invited to discuss their child's behaviour with the HT if they persistently have to miss their Gem time or are sent to SLT.
- will be contacted, by telephone if possible, prior to exclusion.
- will be contacted, by telephone if possible, if their child has been involved in a racist incident, as either victim or perpetrator.

11. Conclusion

At Blakeney, Walmore Hill and Pillowell Federation, we believe that children are able to learn most effectively when behaviour is good and discipline problems are minimal. We aim to provide a caring, inclusive and nurturing environment for our pupils where they feel safe, happy and secure. We hope to develop self-control, self-discipline and self-motivation in our pupils, by rewarding good work, attitude, manners and behaviour, and by imposing the sanctions detailed in this policy for inappropriate effort, attitude, manners or behaviour, thus enabling all our children to learn together in an environment of positive behaviour management.

We believe that although this written policy is important, the true test of its relevance to our school community is whether it is evident in the daily life and routine across the whole school. Behaviour is monitored through CPOMS so that we can clearly see the effectiveness of the policy.

12. Policy review and links

This policy is reviewed annually by the Head teacher in conjunction with the staff and children. It is also Governing board who have responsibility for holding the Head teacher to account.

Other policies that closely relate to this Behaviour Policy are: Anti-Bullying and Hate, Equality, Exclusions, Safeguarding, Anti-Racist, Confidentiality, and PSHE policies.

Appendix 1

Guide to Breaktimes and Lunchtimes

Playground Rules

- Sit on the benches, do not stand.
- Stay on the playground, do not go on the grass unless permitted.
- Play fighting is not acceptable.
- Go straight to line up when the bell goes.
- Children to walk in to class sensibly and quietly.
- Staff should position themselves in the playground so all areas are monitored.
- *Positive Playtimes in place for children to access games. To be introduced*

Lunchtime Rewards

- All midday supervisors (MDS) can carry stickers at lunchtime and award them to children who behave well whilst eating and/ or when playing on the playground.
- Midday supervisors may nominate any children who have remembered the playground rules can be recognised in the weekly Celebration assembly.

Lunchtime Sanctions

During lunchtime all midday supervisors are responsible for implementing the agreed sanctions. The sanctions are as follows:

- A verbal warning/reprimand.
- 5 minutes on the 'time out' bench/ wall or – holding the MDS's hand/ walking with the MDS if the bench is already occupied.
- Class teacher informed at the end of lunch.
- Child sent to see the Assistant Head Teacher/ Head Teacher/

Appendix 2

Learning Gems

Your child may come home from school and tell you that they have earned a Gem. Below is an explanation of what each Gem means for behaviour and learning. The children are introduced to the Gems as they go through the school starting with the Ruby Gem.

	Topaz Working in a team
	Amethyst Partner work
	Ruby Respect, Kindness
	Sapphire Concentration, Avoid The Monster Distraction
	Emerald Perseverance, Courage, Resilience
	Diamond Independence

BWP Identified Behaviour Report (V3) Name of child: _____ W/C _____ M/T/W/Th/F

We do as we are asked; we are kind to everyone whether they are children or adults. We do not ...

	Behaviour	1	2	3	Details	Sanction
Learning	prevent the teacher from delivering a lesson by disrupting the class with low level disruption, ranging from calling out constantly to destroying other children's work					Any three strikes will lead to- Suspension No of days: If Suspensions escalate: Permanent exclusion:
Learning	refuse to do as asked: work, an activity, lining up etc., or actively ignore requests					
Communication	use unkind or mean words or actions					
Communication	swear with fingers or words, or use rude words to hurt or upset adults or children					
Communication	persistently interrupt, talk over or shout at adults or children					
Communication	persistently use threatening language and behaviour towards adults or children					
Behaviour	wind up, manipulate or incite others to be involved in any inappropriate activity					
Behaviour	steal from others or the school or engage in dishonest words or actions					

Behaviour	leave the classroom/bus/group when the expectation is to remain until directed					
Behaviour	run away, hide, climb trees or attempt to leave the site to avoid authority or sanctions					
Behaviour	tell lies to avoid authority or sanctions					
Behaviour	refuse to leave the classroom or return to the classroom when there is no adult there					
Behaviour	enter fitness areas, Forest School, the pond or nature area without permission					
Physical	hit, kick, bite, antagonise, wind up or hurt other people deliberately					
Physical	use or throw things in a way that other people might get hurt, or touch other people unkindly or inappropriately with hands or objects					
Physical	attempt to break things: equipment, property or premises deliberately					

↑ if you cross the line

An adult will tell you to stop, try to help you to calm down and make the right choice to be physically/emotionally/academically safe.

Sometimes reasonable adjustments will be made in partnership with the child's teachers and parents and explained to the child. If the child still goes beyond the adjustment that has been agreed, then the above process will be used.

Reasonable adjustment	Child's response

Date reasonable adjustment(s) made: _____

Agreed by:

Head Teacher/Class Teacher: _____

Parents: _____

BWP Identified Behaviour Report (V3) Name of child: _____ W/C _____ M/T/W/Th/F

We do as we are asked, we are kind to everyone whether they are children or adults, and we use our gem powers in all we do, every day. My teacher has recognised that I have particularly used these gems this week...

Gem		Quality	Observation
	Diamond	Independence	
	Sapphire	Focus	
	Ruby	Kindness	
	Emerald	Resilience	
	Topaz	Team work	
	Amethyst	Paired work	