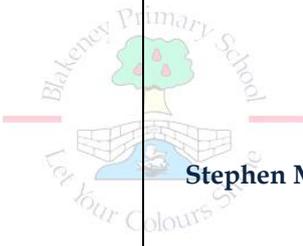
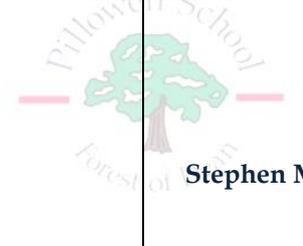
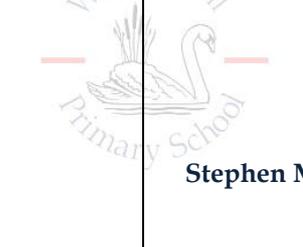


Blakeney, Pillowell & Walmore Hill Primary Schools

Behaviour Policy

Date of Ratification:		Signed: Brett Stevenson (HEAD TEACHER) Stephen McMillan (CHAIR OF GOVERNORS) John Henry (CHAIR OF GOVERNORS)
Review date:		Signed: Brett Stevenson (HEAD TEACHER) Stephen McMillan (CHAIR OF GOVERNORS) John Henry (CHAIR OF GOVERNORS)
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Blakeney, Pillowell and Walmore Hill schools are known as The Partnership, for the purpose of this document

Safeguarding Statement

At The Partnership we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at our schools. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.



At our The Partnership Primary Schools, we are proud to be inclusive. We provide a high quality, creative and challenging education within a secure, caring and happy environment where every child experiences a sense of enjoyment and is supported to achieve their full potential. We aim to:

- create happy, caring schools with equal opportunities for all;
- develop lively, enquiring minds, enjoying the widest variety of lifelong learning experiences;
- develop a healthy lifestyle, where children are encouraged to make informed choices;
- achieve excellence with pupils having high expectations of themselves and those around them in all aspects of school life;
- continue to develop our already highly skilled staff;
- provide a broad and balanced curriculum, using National Guidelines, where every child's needs are catered for;
- welcome and develop home/school relationships, providing high quality information and good communication to overcome barriers to learning;
- promote positive relationships, appropriate behaviour and good manners at all times;
- develop personal, spiritual and moral values with respect for other races, religions and cultures.

The Partnership ethos promotes the right to an orderly and safe working environment for staff and our pupils. Our Behaviour Policy reflects this by ensuring the following key values:

- Adults have the skills and are equipped to enable and facilitate learning;
- Pupils feel school is a safe place to learn and enjoy the learning process;
- Members of staff carry out their duties within and adhering to the policies, protocols and procedures ratified by the Governing Body.

Whilst appropriate behaviour is expected at all times this policy is in place to guide staff as to the governance procedures expected to maintain such and, where necessary, manage any inappropriate or unacceptable behaviour. This will ensure that:

- pupils are able to learn within a calm and purposeful atmosphere;
- teachers and support staff carry out their roles in an environment free from disruption;

- school is a safe and secure environment for all members of the community;
- self-discipline and self-control is promoted and maintained;
- Good behaviour, positive actions and attitudes are recognised and, where appropriate, rewarded;
- Pupils experience positive role models;
- Close links with parents and the school in supporting and celebrating good behaviour are established.

Our primary method of achieving this is to model, promote, encourage and celebrate positive behaviour using a variety of mediums e.g. praise, awards. All staff are directed to communicate with parents/ carers about positive behaviour as well as any behaviour issues that may need to be addressed.

Each school, and similarly each class is different in their approach. However, reward for effort and exemplar behaviour are important to supply positive behaviour. This can be low key praise, or something more formal.

Example of these rewards include:

- Housepoints
- 'Traffic light' system to illustrate how a child's behaviour is reflected during that day
- Raffle tickets (prizes)
- Golden Tickets
- Smiley face reward chart (prizes)
- Golden time
- Headteacher award
- Silver Book
- Recognition on Pobble
- Recognition on website

To support this, we have clear expectations based on our foundation of good manners. These expectations are:

- Pupils and staff to say please and thank you;
- No raised voices from children or adults;
- Respect to and for each other and for property;
- Pupils stop to allow adults transit through corridors and doors;
- Pupils walk whilst in the school buildings;
- Everyone remains calm;

- Pupils line up in an orderly way at break and lunch times (staff to be there on time to monitor this is happening);
- Pupils to understand where they are allowed to go;
- Pupils to wait at the doorways of classrooms when there are changeover times;
- Discussion of consequences for actions (reinforced in PSHE/ pastoral activities);
- Adults and pupils wait until the end of conversations and do not interrupt;
- Doing as asked the first time;
- Respecting each other's space.

In addition we all aim to follow our Golden Rules, please see *Appendix 1*

The behaviour rewards and consequences laid out in this policy are consistently maintained throughout the school and they are shared with all pupils on a regular basis. At our The Partnership Schools we value the pupils' input. Rules for the classroom are up on display. Pupils have discussed and helped to set these rules.

Clear and high expectations of behaviour are recognised as essential from all pupils and staff. Stimulating and relevant lessons are planned for all pupils and learning objectives are shared with all pupils to enhance the success of teaching and learning. All pupils are taught the skills and routines required to become successful learners. Interpersonal skills will be addressed through daily school life and the PSHE curriculum.

Regular training opportunities are provided to all staff to develop behaviour management strategies. Rewards and consequences are designed to reinforce the school rules. Good behaviour is rewarded and celebrated.

During the management of unacceptable behaviour, pupils are treated with care and respect. Individualised behaviour plans are drawn up for pupils who persist in displaying unacceptable behaviour. These are referred to as My Plans. The goals of My Plans are shared with staff and parents/ carers to enable a consistent approach and swift improvement. Unacceptable behaviour is recorded and shared with the Senior Leadership Team. Parents will be involved at an early stage to support the child and the school to improve any inappropriate behaviour.

In the unlikely event our positive praise does not have the desired effect, staff follow steps appropriate to age and understanding. Examples of this could include:

Foundation Stage	
Low level disruption	Verbal reminder.
Continued disruption/ misbehaviour	Repeated verbal reminder & clear expectation of behaviour expressed.
On-going disruption/ misbehaviour	Pupil directed to time out zone with adult support.
Key Stage 1 & 2	
Low level disruption	Step 1: Verbal warning.
Continued disruption/ misbehaviour	Step 2: Name on board.
Further or additional disruption/ misbehaviour	Step 3: Name on board highlighted plus 5 minutes internal class exclusion. Time spent with teacher for explanation at break or lunch time.
On-going disruption/ misbehaviour	Step 4: 10-minute exclusion in another class plus 10 minute sanction from break or lunch time during which the teacher will discuss <u>behaviour</u> and strategy for positively moving forward.
Disruption / misbehaviour continues following implementation of Step 4	Brett Stevenson Head Teacher, or Assistant Head Teacher involvement.

Flexible Approach.

No pupils have the same boundaries, and life experiences as one another, despite the common expectations of behaviour which we uphold. All staff working within our schools are flexible in their approach. We must recognise what would be effective with one child may not be with another. Any of our identified vulnerable children will at times need this flexible approach, as their needs dictate. However, some behaviours may not be tolerated in such a flexible way. These include violent behaviour, or behaviour that poses a risk to the safety of other people on site or during the school day.

Differentiation

As part of the flexible approach needed for identified pupils, we often differentiate for them. This can be achieved through:

- Differentiation of both work and expectations of behaviour
- Differentiated level of support
- Different visual reminders of both rewards and sanctions
- Differentiated placement in line, on carpet for story, discussion, etc
- Differentiated means/amount of support to achieve socially acceptable behaviour
- Expectations of behaviour to be achievable by the individual
- Express feelings about outcome
- Flexible use of grouping strategies
- Use of open-ended tasks
- Differentiation of areas of playground, eg grass, playground markings, use of zones

The above positive behaviour management process is usually a successful, swift way of addressing inappropriate behaviour. However, should our positive behaviour management, involvement of parents and active interventions not achieve desired change or misbehaviour is of a serious nature school reserves the right to exclude a pupil. This will usually be after working with outside agencies, such as:

Educational Psychologist
Advisory teaching Service
The Virtual School
Gloucester & Forest Alternative Provision (Outreach Partnership Place)
Children and Young People's Service
Families First

In addition, we will ensure that steps towards benefitting from The Graduated Pathway are taken, and the pupil's needs are considered as soon as possible.

Every effort and resource will be employed to avoid such situations however there may be occasions where exclusion cannot be avoided. Examples of such situations are:

- Persistent behaviour at a disruptive level which cannot be managed by intervention, where the pupil is a health and safety risk to others in the school;
- A serious physical assault on a pupil or a member of staff;
- Deliberate vandalism/substantial theft of school equipment.

School may try to agree a programme with parents where, following an incident that would not immediately warrant a formal exclusion, a child is removed for the remainder of the day on which the incident occurs. This is called an Internal Exclusion.

If a child needs to be excluded from school, the normal practice would be to set an exclusion of 1, 2 or 3 days. A fixed term exclusion that extends into the 6th day requires additional systems to be put in place to support the child. If there was a need to manage an exclusion from the 8th day onwards school follow the Local Authority protocols.

Similarly, if there were an incident that warranted permanent exclusion, parents/carers would be immediately contacted by Brett Stevenson to discuss what needs to happen. School will then write formally outlining all the information it holds with statutory information from the Local Authority.

This could include Alternative Provision, at a recognised Alternative Provision Setting.

Exclusions at our schools are rare. Coordinated staff implementation of our Behaviour Policy ensures a consistent approach in role modelling expected behaviour, displaying clear boundaries and encouraging positive outcomes.

Managed Moves.

If a pupil is in a cycle of Fixed Term Exclusions, the potential for a Managed Move may be explored. This would be supported through the Educational Performance inclusion Team. Parents have to be in agreement.#

A Managed Move is a process of trialling the pupil in a different mainstream setting. This is an opportunity for a 'fresh start'. If after 16 weeks the Managed Move is successful, then the pupil will officially transfer to the new school.

Appendix 1

Our Golden Rules

These are the Golden Rules for our schools. We ask everybody who works in our schools to remember them. We ask anybody who visits our schools to remember them too.

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

