



BISHOP LOVEDAY C.E. PRIMARY **SCHOOL**

Behaviour Policy

Date of review: September 2020

Next review: September 2022

Approved at Full governing body meeting on 28th September 2020

At Bishop Loveday School we work within an inclusive, Christian environment promoting Christian values including **Love, Respect, Friendship, Forgiveness, Courage** and **Unity**. These permeate all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives. At Bishop Loveday, we view behaviour as communication. If a child's behaviour changes, we will provide support, either from the teaching team or the welfare officer, to discover the root of the behaviour. Subsequently, the child will be supported either with nurture sessions, support from the Mental Health School Team or additional support within class. Our school Christian values highlight the expected behaviours within the school community – see appendices.

Aim

For each child to behave well in order to achieve their full potential and to help create an effective and enjoyable learning environment for everyone.

To achieve this aim we:

- all take responsibility for the behaviour in our school
- all use positive language to reinforce good behaviour and expectations. The language of growth mindset will be used to engender a positive attitude to learning and themselves.
- Give all children the opportunity to make choices and be aware of the consequences
- use praise and rewards fairly and make children aware of why they are praised and rewarded, whilst prioritising the development of intrinsic motivation
- encourage each child to develop a sense of self-esteem which helps them to value their own talents and skills develop and support a growth mindset so children's self esteem grows and they are able to see and value their own talents.
- involve all children in defining appropriate behaviour and developing our rules
- establish a close partnership between home and school
- work closely, where appropriate with other agencies
- consequences that enable each child to reflect on their behaviour and make amends for any unwanted behaviours
- use a positive approach to behaviour management, highlighting good examples. Growth mindset language will be used to create and reinforce hard work and effort.

Every aspect of this policy underpins our Christian values and acknowledges the school's legal responsibilities under the Equality Act 2010, and in respect to pupils with Special Educational Needs.

Our School Rules (The 5 Bs of Bishop Loveday) were designed with the children and are displayed in every classroom and in working areas around the school. These school rules reflect our Christian values (Please see the attached copy).

Praise, rewards and privileges

Behaviour is inextricably linked to classroom organisation and management. Work is carefully differentiated, where needed and children are scaffolded to ensure access to the full curriculum. Our Growth Mindset approach supports children in solving problems, making mistakes and trying their best. Positive behaviour is recognised, celebrated and encouraged by praise, rewards and privileges.

Each class displays the school rules and have a whole class behaviour reward system to reinforce the rules and expectations of behaviour. Once awarded, these rewards can not be removed if the good behaviour does not continue. The teacher and the children agree on an appropriate reward for achievement. Younger children have short term reward systems.

Teachers will also have individual reward systems in place to reinforce specific behaviour or effort in lessons e.g. smiley face charts, sticker rewards. Children may be sent to the Headteacher, Deputy Head teacher or other adults for recognition of good behaviour.

During lunch times, children will be rewarded for good behaviour with verbal praise, stickers or, where appropriate, a 'House Point'. Lunchtime supervisors may also tell the class teacher, enabling good behaviour to be reinforced further. Lunch time supervisors are also trained in Growth Mindset and how talk to children about behaviour.

Super Hero Learners: these are awarded twice a day to those children who are displaying excellent growth mindset qualities. The characteristics of super hero learning are taken from the characteristics of learning and are displayed in each classroom (please see the appendix.) A BLS superhero cape is given to children to wear, in recognition of this award.

'Superhero learning of the week' certificates are awarded in phase assemblies and also shared in whole school assembly (on a Friday) so parents can celebrate this achievement. Throughout a year every child will achieve this award. The reason for receiving this award is varied and will be explained to the child.

House-System

This is a positive behaviour system to highlight and reward good behaviours. Houses will be designed vertically to encourage/foster relationships between/across year groups while also allowing older pupils to act as role models.

House points will be allocated by teachers/staff when they feel it appropriate. In addition, we will have focus weeks in specific values/behaviours. We are always looking to foster our school values of; Love, Respect, Friendship, Forgiveness, Courage and Unity.

House points will be counted weekly by appointed year 6 house captains. There will be weekly rewards and the winning house, over the year, will receive the trophy!

Sanctions in the classroom

We separate behaviour from character and personality and make it clear to children that it is their behaviour that is disappointing and inappropriate, not them as an individual.

Unacceptable behaviour within the classroom will be dealt with firmly and with an appropriate response. It is important that the adult in charge deals effectively and efficiently with incidents of misbehaviour, in order that disruption for the rest of the class is kept to a minimum. The specific sanction will be decided by the adult depending on the severity and frequency of the behaviour.

Sanctions used:

- 1) An immediate signal, eye contact or word may be enough to prevent a minor misdemeanour from progressing further.
- 2) The child may receive a 'warning' specifically related to the behaviour. The adult will use the **language of choices and consequences**.

- 3) The child may need time out within the classroom to go to a separate area for a short period of thinking time.
- 4) The child may need time out in a different classroom, again for a specific amount of time.
- 5) The child may need to be sent to see a senior member of staff, e.g. **DHT**, HT
- 6) A senior member of staff may be sent to collect the child from the classroom. The school operates a red card system for such events.

(Please see the attached Behaviour Hierarchy for more detail)

On some occasions the teacher may feel it is appropriate for a child to complete work at the beginning of their playtime to catch up with a lesson's work not completed because of poor behaviour. Other poor behaviour choices (in the classroom or during playtimes) may also lead to a restorative session with the Headteacher, Deputy Headteacher or Welfare Officer. These take place during morning break and during this session, the child is given the opportunity to make amends for their behaviour. This is recorded on MyConcern. This may involve writing a letter of apology or going to find a child or member of staff to give an apology. If a child has attended a restorative session, then a sticker will be placed in their reading journal so parents are aware. If a child attends 3 sessions in a term then a letter is sent home to inform parents and to invite them in to discuss how we can work together to support the child.

On the rare occasion that restorative sessions do not lead to better behaviour choices or when it is deemed necessary for the Headteacher or a senior member of staff to be involved, a lunchtime detention, with either the Headteacher or Deputy Headteacher, will be issued. These are rare and generally take place on Friday, but if necessary can be earlier.

We very rarely use whole class punishments, but this may be appropriate on some occasions.

When appropriate the class teacher will inform parents of incidents to do with behaviour (see attached hierarchy for further detail). Where there are frequent incidents a home/school diary will be set up to regularly go between home and school.

If necessary, the class teacher or senior teacher will contact parents to discuss a child's behaviour (please see the attached hierarchy for more details).

For some children their needs will be best met by placing them on the SEN register for social, emotional and mental health difficulties and specific support and targets will be identified. A behaviour management plan may be set up and shared between all relevant staff, parents and the child.

The school does have the power to discipline pupils for incidents beyond the school gates. This includes any inappropriate behaviours off the school premises that is witnessed by a member of staff or reported to the school.

In extreme circumstances it may be necessary to exclude a child from school in accordance with the Oxfordshire Exclusion policy.

Playground behaviour.

We provide plenty of play opportunities to engage children positively during their break times (including play leaders and additional play resources). Our lunchtime supervisors meet regularly to discuss behaviour and are trained to use the language of choices and consequences (linked to growth mindset). They also make use of a behaviour hierarchy for lunchtimes. A separate hierarchy has been designed for lunch supervisors in Early Years (please see the attached documents).

Children may need verbal warnings or time out on the playground and will spend a few minutes walking alongside an adult, to provide time to discuss behavioural choices.

Playground Mediators and Buddies support pupils who are finding it difficult to integrate and play effectively with others.

If a child uses inappropriate language, acts in a deliberately violent way or refuses to do as any adult in school requests, the child will be sent off the playground. They will be spoken to by the Deputy Headteacher or Headteacher, who will decide if they are ready to return to the playground or if they need a 'cooling off' period and subsequent restoration session.

Physical control/restraint

At Bishop Loveday School we have policies and procedures followed by all our staff to try and secure the best learning and development for our children.

In order to further develop existing practice, we adopted the 'Team-Teach' approach so that we are more able to fulfil our statutory duty of care to the children and to the staff. The whole teaching team and many Teaching Assistants have had Team-Teach training, which focuses mainly on de-escalation. The Team-Teach training must be renewed regularly, if there is an existing need for restraint. Currently, at Bishop Loveday, we have a small number of staff who have current Team Teach training which enables them to support identified pupils, if necessary.

The Department for Education (DFE) have issued clear guidelines for the use of physical intervention and the use of reasonable force. The school has copies of these guidelines which are available to you upon request.

All members of staff are aware of regulations regarding the use of force by teachers. Staff will only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting themselves or others, of damaging property or if the good behaviour and discipline of the school is being threatened. In all cases we take note of government guidelines which are included in our Positive Handling policy.

Screening, Searching and Confiscation

A designated person will be given additional training to take searches if and where appropriate.

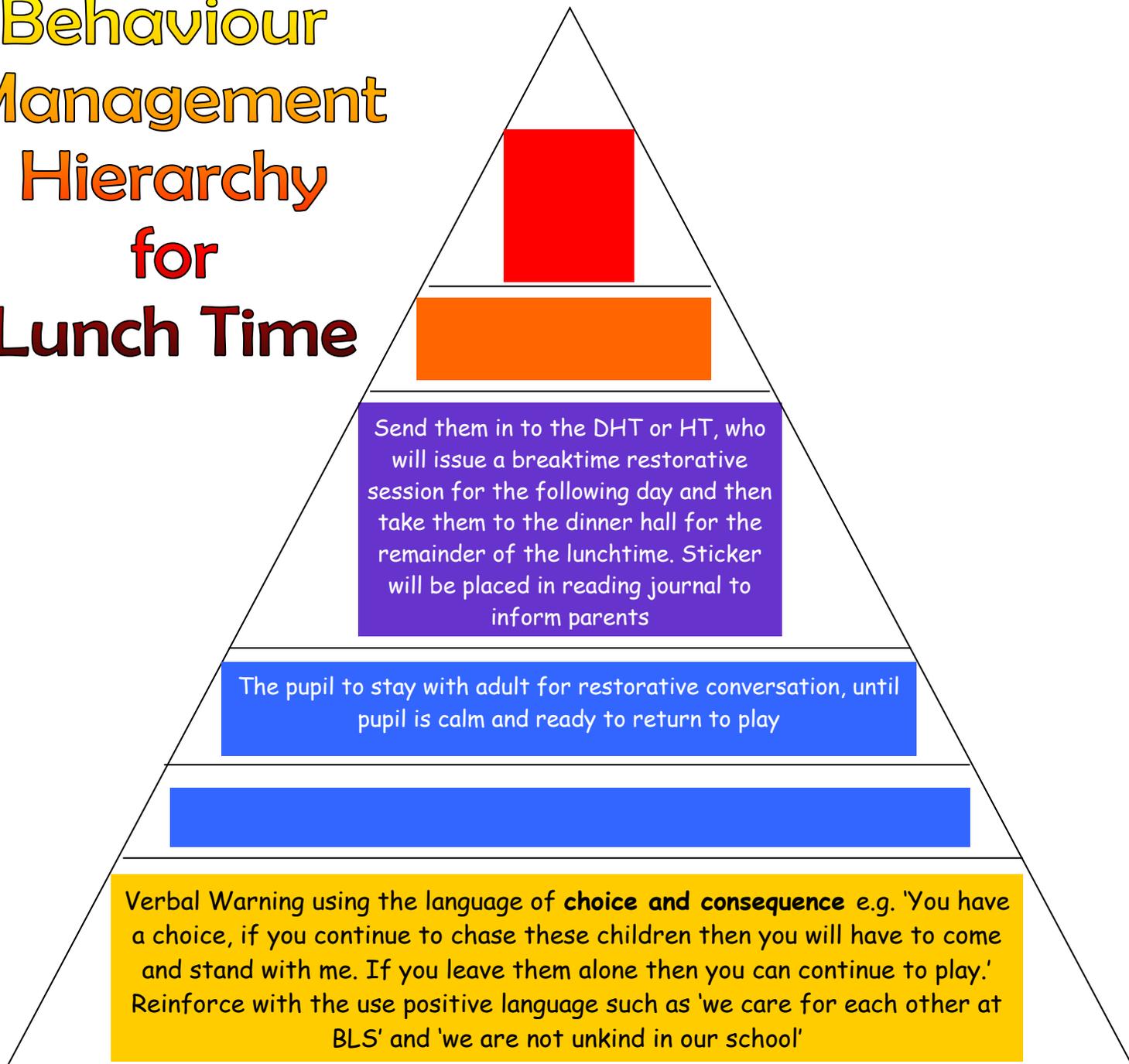
Appendices:

Behaviour Management Hierarchy



All children who have a restorative session to complete, are to report to the Headteacher's office at breaktime. For *lunch detention* they are to eat their lunch first sitting and then report to DHT or HT at 12.45. All sessions are recorded and parents informed, as necessary.

Behaviour Management Hierarchy for Lunch Time



Restoration session	<p>Consistently failing to complete work. Consistently talking over adults or peers. Regularly talking during assembly. Physically hurting others Verbally hurting others. Ignoring warnings about behaviour, either in lessons or at lunchtime Breaking the school rules</p>
Example incidents which should warrant restoration time with lunchtime supervisor	<p>Ignoring warnings about behaviour</p>
Lunch-time Detentions	<p>Swearing (as a form of abuse) Physical violence/fighting Verbal abuse towards staff or peers. Lying about incidents and behaviour.</p>
Example incidents which may warrant referral straight to HT/DHT	<p>Physical violence to a member of staff Rudeness towards adults Bullying—including online incidents. Verbal abuse to staff or other pupils Fighting/assaulting another child Rudeness towards you as a member of staff Swearing</p>

Our Bishop Lovøeday



Love



Friendship

Respect

Forgiveness

Courage

Unity

Values



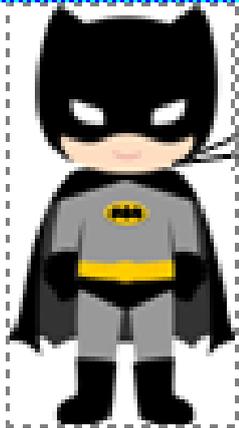
Bishop Loveday CE Primary School : Joining Together, Learning for Life

Our values define what is important to us in how we deliver our vision. They are core principles that underpin everything we do, and guide our conduct and behaviour towards each other and with the wider school.

“Every person is an individual and also part of a community! *1 Corinthians*.

Our behaviours are the values in action. They set out our expectations of each other, and the wider school community, and provide the evidence that we are living the values on a daily basis.

Values	Behaviours
Respect	<ul style="list-style-type: none"> • I value everyone as I would like to be valued myself. • I care for those around me and show understanding and tolerance. • I take responsibility for looking after the school environment.
Forgiveness	<ul style="list-style-type: none"> • I understand that everyone makes mistakes. • I understand that forgiveness can mend friendships. • I know that I will feel better once I have forgiven another's mistakes.
Love	<ul style="list-style-type: none"> • I know that everyone in the Bishop Loveday family is loved. • I show love to those around me by treating everyone as I would want to be treated.
Friendship	<ul style="list-style-type: none"> • I extend friendship to those around me. • I respect and celebrate difference. • I embrace new friends.
Unity	<ul style="list-style-type: none"> • We are all part of the same Bishop Loveday Family. • I know that we work best when we work together. • I can work collaboratively with those around me.
Courage	<ul style="list-style-type: none"> • I am honest about my actions. • I take responsibility for my behaviour and can seek forgiveness. • I can always have a try - I do not fear failure.



Explore the world and take on challenges!



Have your own ideas. Try different ways to solve problems!



Make links! Make predictions and test your ideas!

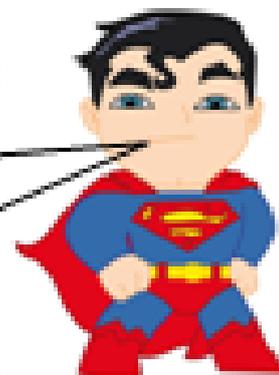


Stay focussed, be enthusiastic and don't get distracted!



Make decisions! Change your plans if needed

Be determined. Don't give up! Try again!



Be proud of your achievements.

Use your experiences and adventures to play nicely!

Have a 'Can do' attitude. Give it a try—it's ok to make mistakes

