



**January
2015**

**Behaviour
Policy**

**The Bluecoat School,
Stamford**

If a child doesn't know how to read, we teach them
If a child doesn't know how to swim, we teach them
If a child doesn't know how to multiply we teach them
If a child doesn't know how to behave, we teach them.

At The Bluecoat School, behaviour management is recognised to be a collective responsibility between staff, governing body, parents, pupils, and other agencies involved with school. Our key aim in this policy is that it is established in partnership with pupils, staff and parents and that it is consistently applied. At The Bluecoat School, our approach focuses on the promotion of positive behaviour. We aim to ensure that all pupils are well mannered, polite and able to make positive choices about their behaviour including their learning behaviour. We believe that pupils need to be taught and supported to behave well, to be able to exercise self-discipline, make positive choices and engage in learning behaviours that enable them to reach their potential and to achieve highly in lessons. We actively teach our pupils to develop the ability to:

- Be polite, well-mannered and helpful.
- Take turns and share.
- Listen to and respond positively to teachers, all other adults and each other.
- Learn independently, co-operatively and with determination and commitment.
- Apply themselves to their own learning, seeking solutions to problems independently.
- Always try their best.

All staff commit to promoting and praising positive conduct and learning behaviours through their interactions with pupils and each other and through modelling desired behaviour by always displaying the following positive qualities:

- Kindness
- Consideration
- Tolerance
- Respect
- Co-operation
- Patience
- Empathy
- Good Manners
- Listening
- Seeking solutions
- Problem solving

One of our key aims is to ensure a consistent approach to behaviour across the school and in partnership with our pupils and parents. If this partnership is working effectively then we expect:

Staff

- To follow and apply the behaviour policy consistently and fairly
- Display the agreed behaviour expectations in the classroom
- Promote self-esteem in all pupils

- To develop a positive climate for learning
- To follow and apply the hierarchy of sanctions
- To praise expected behaviours

Parents

- To be aware of our behaviour policy and the expectations as set out in our home school agreement
- To meet parental expectations of our home-school agreement
- To support their children to meet the pupil expectations of our home – school agreement
- To be aware of the hierarchy of sanctions
- To work in positive partnership with the school
- To ensure their children's regular attendance and punctuality
- To encourage their children to show respect and support the schools authority to apply the behaviour policy consistently.

Pupils:

- To be aware of the policy and the expectations as set out in our home school agreement
- To meet the pupil expectations of our home school agreement
- To display positive and independent behaviour in unstructured times (i.e. playtime) and when representing the school in the community
- To show respect for people and property
- To demonstrate positive learning behaviours and to try their best in all learning situations
- To take responsibility for their own actions
- To co-operate with all staff positively
- To be polite, considerate and caring
- To be prepared every day with the necessary equipment and resources to be able to learn independently and successfully

The desired outcome is that all pupils will be motivated to learn, taking a pride in themselves and demonstrate outstanding behaviour in and out of our school and when representing our school in the community.

The Bluecoat School is committed to promoting self esteem

We aim to achieve outstanding conduct and learning behaviour by promoting positive self-esteem. This will be achieved by:

- Providing a positive climate for learning where all pupils are enabled to achieve their potential and personal success.
- Enabling pupils to have confidence in their own abilities.
- Motivating pupils to improve their performance.
- Encouraging pupils to take pride in their achievements and to share their ideas and skills with others.

In order to assist with the successful implementation of our behaviour policy, **all staff** will:

- Be good role models in their interactions with colleagues, pupils and parents at all times.
- Supervise pupils to and from classrooms, into cloakrooms and to and from playgrounds.
- Remind pupils as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group games in the playground, joining in and placing emphasis on taking turns and including others.
- Give reasoned explanations for any sanctions applied and use the opportunity to teach positive behaviour choices.
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Use a common reward system throughout school with stickers, team points and special awards for academic and non-academic achievement and effort at the discretion of the year group.
- Praise individuals, groups and whole classes as and where appropriate.
- Actively encourage and support parental involvement in school and enable parents to be partners in their children's education and value this involvement.
- Ensure classroom expectations and the home-school agreement are displayed in the classrooms and actively used in day to day interactions with pupils and parents.
- Make effective use of staff communication systems in school.
- Use identified procedures for poor attendance, persistent lateness.

The Bluecoat School Behaviour Reward Systems:

All staff commit to actively rewarding positive behaviour choices rather than emphasising negative attitudes to behaviour and learning. This approach is effective for the majority of our pupils and sanctions should be needed only for a small minority of pupils at any given time.

Rewarding positive conduct and learning behaviour is central to motivating pupils to behave consistently well. It is essential that rewards are given in a fair and consistent manner with appropriate parental involvement and celebration.

Conduct and learning behaviour rewards can be given to individual pupils, small groups, or whole classes as appropriate by all staff and other adults in the school e.g. volunteers

Rewards can include the following:

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, praise action etc.
- Smiles, thumbs up and Stickers
- Team points leading to certificates for academic and non-academic achievement
- Placing value on achievements e.g. work shown to another class, name in
- Headteacher and/or Deputy Headteacher awards on work or as a sticker
- Trophies and Special Awards e.g. attendance
- Awarding of 'cotton reels' leading to class based termly rewards

- Individual and/or group, team and whole class acknowledgement our weekly Celebration of Achievement Assembly
- Special responsibilities
- Child, group or class, identified to the school community as a positive role model
- Weekly Teamstar and homework award winners

Our home – school agreement will be reviewed annually and will be displayed prominently in all classrooms throughout the school and referred to as appropriate.

Each class will agree in consultation with their teachers how they will behave on a daily basis in order to meet the pupil expectations of the policy and describe and display their agreements within their classrooms. These agreements will be appropriate to the age and development of each year group and reviewed termly. The pupils will confirm their intention to behave as agreed and will understand the procedure that will be followed fairly and consistently for everyone if they do not.

Discipline in the Bluecoat School

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose the hierarchy of sanctions on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable

In determining whether a punishment is reasonable, *Section 91* of the *Education and Inspections Act 2006* says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy and procedures.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable' in accordance with section 90 of the Education and Inspections Act 2006.

At The Bluecoat School and subject to this behaviour policy, we may discipline pupil's for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school related activity **or**
 - travelling to and from school **or**
 - wearing school uniform **or**
 - in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school **or**
 - pose a threat to another pupil or a member of the public **or**
 - could adversely affect the reputation of the school

Sanctions at The Bluecoat School

If a child does not meet the agreed expectations of this policy, a member of staff may decide to impose the **hierarchy of sanctions on that child**. For minor incidents, sanctions can be useful to change infrequent incidents of inappropriate behaviour and support pupils to make positive choices in similar situations in the future. However, they must be used sensitively, with consideration and the emphasis should always be on supporting and rewarding positive behaviour instead of imposing sanctions.

If despite our commitment to promoting pupils' self-esteem, actively teaching pupils how to make positive conduct and learning behaviour choices and all staff following the appropriate guidance to promote good behaviour, a pupil's learning or conduct behaviour is deemed unacceptable the following can be imposed by any member of school staff:

Any member of staff imposing a sanction will firstly give a calm, reasoned and clear age appropriate explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g:

- Expectation of a verbal or written apology by the child.
- Repetition of an unsatisfactory level of completion of a learning task.

- Withdrawal of privilege directly related to the misbehaviour displayed.
- A sensitive and discrete verbal reprimand appropriate to the child's age and misbehaviour.
- Child to sit by teacher or other staff member and then supported to behave appropriately.
- Time out e.g. an area outside of the classroom under supervision, another group, another class.
- Child to be involved in the solution to resolve the problem they have caused
- Playtime in – child to be supported by the class teacher to achieve a positive outcome
- The temporary confiscation of a child's property

Zero Tolerance Offences.

The following behaviours are considered to be unacceptable and are subject to 'zero tolerance'

- Bullying, including Cyber Bullying - individual or group; verbal or physical abuse and all other forms of bullying (see our anti-bullying policy)
- Threatening and/or actual aggression and physical abuse towards other pupils and/or adults
- Deliberately damaging property or causing disorder
- Swearing
- Deliberate Rudeness
- Stealing
- Bringing anything that could be construed as a weapon into school
- Using any object as a weapon towards another pupil(s) and/or adults
- Pupils who are found to have made malicious accusations against school staff

Depending on the seriousness of any 'zero tolerance' behaviour, the following actions can be taken:

- Parents informed and involved in the behaviour management process including the creation of a specific support plan (see Appendix 1)
- Referral to Senior Management/Headteacher
- The implementation of a monitoring and recording process with the involvement of an identified member of senior management
- The use of reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom in accordance with section 93 of the Education and Inspections Act 2006
- Creation of a positive handling plan as required (see Appendix 2)

Further Sanctions

The Headteacher can impose further sanctions:

- Ask parents to escort pupils to and from the premises before and after school, on safety grounds
- Fixed term exclusion

- Permanent exclusion
- Exclusions will be carried out in accordance with statutory guidance, Local Authority procedures and with full involvement of the Governing Body and should only be used in the most serious of cases. Fixed term exclusion, if deemed necessary, will facilitate a period of time for reflection and to enable all relevant parties to seek a positive solution if at all possible.

Prior to any exclusion of a child the following steps must be taken:

- Full consultation with parents (well before the stage where possible exclusion is being considered as a response) **unless** exclusion is in response to a specific serious incident
- Full consultation with all relevant staff about the child's difficulties
- Involvement of the child where appropriate, including providing them with a clear explanation for any action taken in response to their behaviour
- Discussion with the Educational Psychologist and/or relevant outside agencies
- An opportunity for parents to present their case
- Individual support/behaviour plans created and regularly reviewed.

The Bluecoat School Stages of Intervention

Our formal discipline procedures are summarised into five stages. These stages of intervention will be logged and dated in a 'cause for concern' record as appropriate.

Stage 1

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own behaviour difficulties.
- If there is no improvement assistance should be sought from another adult in school.
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to a member of senior management, stating the reasons why.
- A 'cause for concern' log (see Appendix 2) will be established until a satisfactory solution is reached.

Stage 3

- Discussions between a member of senior management, class teacher and parents, involving the child as appropriate, to seek to resolve the difficulties. The SENCO will become involved. An individual support/behaviour plan will be written and agreed with clear review procedure established.

- If there is no improvement, the member of senior management should inform the parents and child that the matter will be referred to the Headteacher stating the reasons why.

Stage 4

- Discussions between the Headteacher and parents will take place involving the child as appropriate. The class teacher, member of senior management to be included as necessary. Involvement of appropriate external agencies may be considered at this time.
- A further specific support/behaviour plan will be agreed between school, parents and child with specific review procedure established.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

Stage 5

- The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged and fully reviewed information to support the referral.

At all stages of intervention, we will consider whether any persistent and/or continuing disruptive behaviour might be the result of unidentified special educational needs by implementing the following procedure:

- Where behaviour is being managed at Stage 3 of the above process, the pupil will be entered on the Additional Needs register as receiving SEN support. Strategies will be reviewed with the relevant school staff, the pupil, their parents and careful monitoring of events will take place to establish causes, patterns etc. Monitoring systems may be used to assess possible causes, frequency tracking and the impact of agreed interventions to improve outcomes. If the behaviour does not improve, the involvement of relevant external agencies will be considered and appropriate referrals made by the SENCO or senior management team with parental permission.
- Where the behaviour of an individual pupil is being managed at this level, the implementation of this policy may be modified and a personalised approach may be adopted whereby a framework of specific behaviour management strategies, rewards and sanctions are agreed in an individual support plan for the pupil.
- At all times parents are kept informed and encouraged to be active partners in any plan to improve a child's behaviour.
- In extreme cases and where behaviour is not improving in response to this process, the Headteacher and/or SENCO will review the individual behaviour support plan with parents, the child and all relevant staff and external agencies with the explicit intention of preventing exclusion. In some complex cases, this **may** involve making a request to the Local Authority for statutory assessment of a child's special educational needs.
- In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or indefinitely.

Signed:

_____ Chair

_____ Headteacher

Date:

Last updated: July 2015

Review date: July 2018

Name of child:			Class:		
Stage of support:					
What are we worried about?					
School		Parent		Child	
What are our aims for the plan?					
How will we achieve our aims?					
Who will help/be involved?					
How will we know if we have changed anything/been successful?					

What will happen next if things don't improve

Date of plan:

Date of review:

Member of senior school management:

Signed:

Child:

Signed:

Parent:

Signed:

Using Positive Handling Techniques

Appendix 2

Some staff at The Bluecoat School have received accredited training in Positive Handling Techniques. When a new member of staff joins the school they are not authorised to use these techniques until they have been trained by an accredited training agency.

There may at times be children who do not respond appropriately to situations and become angry, abusive and/or violent.

Where a child is unable to manage their own behaviour and emotions because of emotional or behavioural difficulties these children will have an Individual Behaviour Plan that sets out strategies and individuals who are best able to manage the types of behaviour a child exhibits.

95% of the time children respond to de-escalation techniques that mean no physical restraint is required. There may however be times where a child's behaviour endangers himself, other children, other adults or property and, where de-escalation techniques have not proved effective in allowing the child to bring his behaviour under self-control. At this point, trained adults may need to intervene to ensure the safety of all concerned.

Using the minimal intervention that is necessary an adult or adults will work with the child to support them until the point where the child is able to self-regulate their behaviour and not cause a possible further risk to themselves, others or property.

Where physical positive handling is required or it is anticipated it may be required, parents will be invited to a meeting to discuss with the Headteacher a Positive Handling Plan and will be invited to sign this to signify their assent to the planned interventions.

Following any further incidents where positive physical handling is required, parents will be invited in to discuss the incident with the Headteacher and further actions/reviews will take place. Each incident will be documented as a record of the incident so that patterns can be looked for and avoidance strategies put into place for the future.

Each incident will be discussed with the child when they are ready to discuss it so that the child can see and hopefully come to an understanding of what (s)he might have done and can do in the future to avoid similar situations arising.

Positive Handling update training will be scheduled for key staff members and will be renewed as required.