

Amended March 2020

Blakeley Heath Primary School Behaviour and Discipline Policy

Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has rules to promote good relationships so that people can work together with the common purpose of helping everyone to learn. This policy outlines how the school works together in an effective and considerate way. We treat all children fairly and apply this behaviour policy in a consistent way. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. It outlines the procedures set out in school to ensure that this is possible for all.

What good behaviour looks like at Blakeley Heath Primary School

At Blakeley we are proud of the excellent behaviour displayed by our children the majority of the time. This policy will outline what good behaviour looks like at Blakeley.

We will be ready to learn:

- We will have good attendance
- We will be punctual
- We will arrive with all of our belongings necessary for learning
- We will use our targets to help us to achieve the best possible outcomes for ourselves and others
- We will allow others to have access to the same outcomes
- We will challenge ourselves to achieve new goals;
- We will achieve the very best we can achieve;
- We will share our achievements with others and our achievements will be celebrated.

We will be take responsibility:

- We will respect the right of others to work and learn.
- Everyone will feel safe and secure in our school.
- We will treat others with respect and understanding. Incorporated in our Blakeley values and our British values.
- Respect towards our school property

Rewards

The school rewards good behaviour, as we believe that this will develop the values we instil in our children at Blakeley Heath Primary School. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour in a variety of ways e.g.:

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- All classes are equipped with a recognition board that has a learning or behaviour focus, children's names will be put on this board to recognise their commitment to good behaviour and learning
- Children are praised and congratulated verbally and in their books
- Work from each year group/class is chosen to be displayed for parents and visitors to see
- Individual and group achievements are celebrated each week in 'Awards Assembly'
- Specific class rewards are given out such as golden tickets, dojos and rewards time.
- Always club takes part during assembly to celebrate the children who were always good and displayed our values that week
- Super Sundae is a celebration ice cream sundae which takes place every term to celebrate those whose behaviour is exceptional and the embodiment of British and Blakeley values throughout the year.

This list is not exhaustive and the school acknowledges all the efforts and achievements of children, both in and out of school.

Restorative Practise

We expect good behaviour from all children in school however we are realistic and know that this isn't always the case. The school employs a policy to use restorative practice approach to deal with any behavioural issues in school. We use this approach to enforce the school rules, and to ensure a safe and positive learning environment.

When an incident occurs the child will be challenged, we challenge all behaviours that do not meet our expectations. These behaviours are recorded in our class behaviour logs for individual children and their parents are informed.

There are 3 levels of consequence following a behaviour incident and these are displayed in each classroom in the form of a flow chart as detailed in [appendix 1](#).

To resolve incidents we use restorative conversations:

1. What happened?
2. What were you thinking?
3. Who has been affected? How do they feel?
4. How can we move on from this?
5. How can we do things differently in the future?

We have prompt sheets ([appendix 3](#)) in each classroom with symbol supported texts to support these conversations.

The role of the class teacher

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. All children are aware of the Blakeley values through assemblies and PHSE and we use these to remind children of the behaviour we expect at Blakeley Heath Primary School.

It is the responsibility of the class teacher to ensure that the school rules and values are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in their class with

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respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on a behaviour log form (see [appendix 2](#)). In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if unacceptable behaviour continues, the class teacher seeks help and advice from a Senior Leader. The class teacher liaises with the Leader for Inclusion with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the educational psychologist or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will always contact a parent if there are concerns about the behaviour or welfare of their child.

The role of the Senior Leadership team

It is the responsibility of the senior leadership team and headteacher to; implement the school behaviour policy consistently throughout the school, report to Governors, when requested, on the effectiveness of the policy and ensure the health, safety and welfare of all children in the school.

The headteacher and senior leadership team support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. They keep records of all reported serious incidents of misbehaviour.

Fixed-term and permanent exclusions

While these occurrences are rare, the headteacher has the responsibility for giving fixed-term and permanent exclusions to individual children for serious acts of misbehaviour. These actions are taken in consultation with the school Governors.

The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the senior leadership team. If

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these discussions cannot resolve the problem, the headteacher will become involved and if parents are still concerned they may wish to begin a formal appeal process.

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The headteacher has the day-to-day authority to implement the school behaviour policy. The Governors support the headteacher in carrying out these guidelines.

Monitoring

The school keeps a variety of records of incidents of misbehaviour:

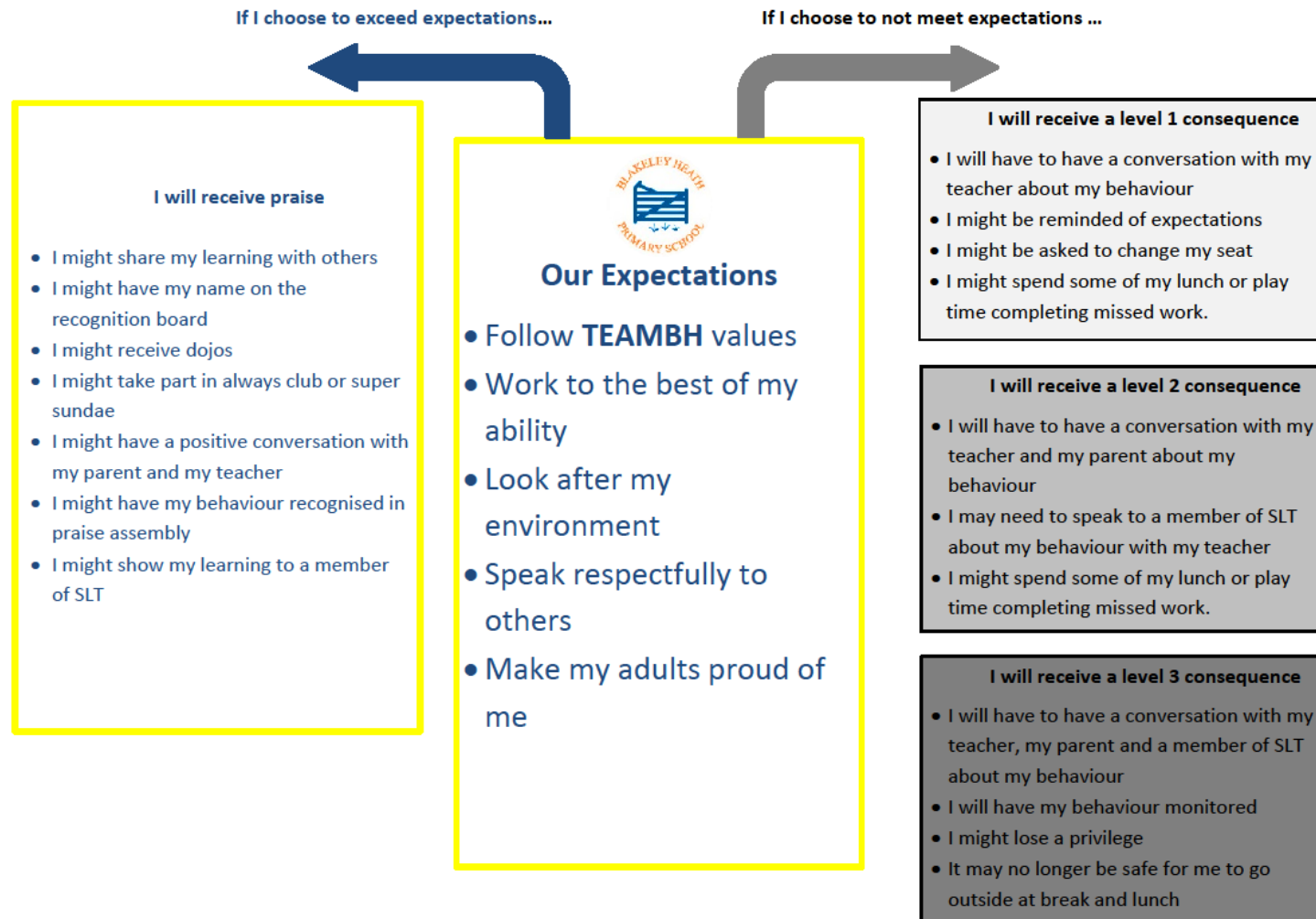
As stated above the class teacher records minor classroom incidents in the class [Behaviour Log](#) and follows the behaviour procedure outlined above. We also keep a record of any incidents that occur at play or lunchtimes on these forms.













The Leader for Inclusion as part of the Senior Leadership team monitors the effectiveness of this policy on a regular basis. The headteacher records incidents when a child is sent to him or her because of repeated bad behaviour or when a serious incident occurs. The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Policy Reviewed: June 2021

Appendix 1: Behaviour flowchart



 made silly noises	 shouted out	 rude	 walked out	 tore up my work
 hurting someone	 What happened?			 unfinished work
 pushing				 not listening
 biting				 scribbled on work