



# **Bellenden Primary School**

## **Behaviour Policy**

Adopted and signed on  
behalf of the school at \_\_\_\_\_  
the meeting on:

Name of Governing Body  
Representative: \_\_\_\_\_

Signature of Governing  
Body representative: \_\_\_\_\_

Date: \_\_\_\_\_

Adopted date: March 2021  
Renewal/review date: March 2022

# Policy for School Behaviour

## Aims

- To ensure that the policy is a WHOLE SCHOOL one, supported and followed by the whole school community: pupils, teachers, parents and governors.
- That the policy is based on a sense of community and shared values.
- By applying positive strategies, we will create a caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- To promote self-esteem, self discipline and positive relationships
- To encourage consistency of response to both positive and negative behaviour.
- To define and encourage good behaviour rather than simply to punish bad behaviour.
- To help pupils make choices and to accept the responsibility for their own actions.
- To make clear to pupils the sanctions that will be the consequence of inappropriate behaviour.
- To treat problems, when they occur, in a caring and sympathetic manner.

At Bellenden, we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

## School ethos

### The Role of the Adult

The adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- **Provide a caring and effective learning environment**
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

## **Teaching, Learning and Classroom Management**

Classroom management and teaching methods have an important influence on pupils's behaviour.

The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour:

- Thorough planning for the needs of individual pupils
- Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in cooperation with others.
- Active involvement of pupils in their own learning
- Structured feedback
- Lessons should have clear objectives
- Objectives should be understood by the pupils
- Lessons should be differentiated to meet the needs of pupils
- Marking and record keeping are used as both a supportive activity and as a signal that the pupils's efforts are valued.
- Positive relationships between teacher and pupils
- Strategies for encouraging good behaviour
- Classroom organisation should help develop independence and personal initiative
- Arrangements of furniture should provide an environment conducive to on-task behaviour
- Arrangements of materials and resources should aid accessibility and reduce uncertainty and disruption
- Classroom displays should help develop self-esteem through demonstrating the value of every individual's contribution. They should support learning and help foster independent learning.
- Overall the classroom should provide a welcoming environment

All these help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

### **Rules, Rewards, Sanctions and Procedures**

Pupils need to be able to make responsible choices in life.

To assist in fostering this maturity in the pupils, our behaviour policy ensures that there is a consistency in approach. In this way, pupils will know exactly where they stand.

Our policy is centred upon rewards and praise for pupils making the right choices.

When a pupil does misbehave, then s/he is making a choice to do so. Pupils can always choose to behave.

Pupils have to know that good behaviour brings desirable consequences and bad behaviour brings unpleasant consequences

### **Rules**

Rules at Bellenden are designed to make clear to the pupils how they can achieve acceptable standards of behaviour

The rules are positively stated, telling the pupils what to **do** rather than what **not** to do. They should be applied and enforced consistently

- We always follow directions
- We inform an adult if there is a problem.
- We keep our hands and feet to ourselves
- We know it is important to treat everyone as we would like to be treated.
- We show respect for one another and school property.

These are the school rules that every pupil is aware of.

Each class might have some more rules expressly designed for their class.

## **Rewards**

At Bellenden we like to encourage pupils to practise good behaviour by operating a system of praise and reward.

Our emphasis is on praise and rewards to reinforce good behaviour, rather than on failures.

We believe that rewards and praise have a motivational role, helping pupils to see that good behaviour is valued.

The Bellenden scheme is based on merit rewards, through which pupils can be rewarded for:

- academic and non-academic achievements
- effort
- being caring
- all aspects of good work and behaviour

Each class has its own methods of rewards based on the above principles. These can be individual or for the whole class.

These might include

- Use of class dojo
- certificates
- stickers
- verbal praise
- written praise
- positive letter home
- positive phone calls home
- time for own activities or class choosing time.
- Once a week there is a celebration assembly of achievement where the whole school can share and be proud of pupils's accomplishments.
- Positive reinforcement from the head/deputy

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishments should be avoided as they breed resentment
- It should be the behaviour, rather than the person, that is punished

## Systems

We use the following systems in every class at Bellenden:  
The system is the “traffic light” system



All pupils's names start on the green traffic light.

If a pupil is well behaved, polite, helpful, or simply amazing, then they are moved up to the star and receive a “Happy Gram”. When a pupil has collected 10 “Happy Grams”, they will receive a prize.

Conversely, if a rule is broken, the pupil's name is moved to amber. Remind/ask the pupil what rule they have broken

If the behaviour continues, the pupil is moved to the red and his/her name is written in the behaviour book.

If s/he remains good then the name is moved back to green.

However, if the inappropriate behaviour continues or recurs, the pupil's name is moved back to red and the pupil is removed from the class and sent to another class for an appropriate length of time (depends on age).

If a pupil goes to red 3 times, then they are taken to the deputy head or headteacher who enters them onto the behaviour tracker, and their behaviour is then closely monitored by a member of SLT and may include meetings with parents.

**It is important that this system is followed.**

There are major breaches of behaviour which will jump the system and go straight to the head/deputy. These are

- Physical assault
- Racist abuse
- Verbal abuse
- Deliberate damage to property

## **Procedures**

At Bellenden we have certain procedures to help the Behaviour Policy work smoothly.

- Every class will **Display** their class **rules**, and the **rewards** and **sanctions** that go with them
- Each class has a set of three different **Coloured Cards – Red, Blue, Green**. When a pupil leaves the classroom, s/he must take the appropriate coloured card with him/her
  - Green for going to the toilet
  - Blue for being on a message
  - Red is to summon a senior member of staff
- If a pupil is sent to another class, a form must be filled in explaining the duration of time the pupil is to spend in the other class and a reason for this sanction. These are then collected and analysed by the deputy headteacher.
- There is a behaviour tracker. Pupils are inputted on this if they are constantly misbehaving.

## **Dealing with difficult situations**

- If a pupil is attacking a pupils or a member of staff ;
- if pupils are fighting, causing a risk of injury to themselves or others;
- if a pupil is on the verge of, or engaged in, deliberate damage to property;
- if a pupil risks causing injury by rough play or misuse of materials or objects;
- if a pupil behaves in a manner likely to prejudice good order and discipline, e.g. persistently refuses an instruction to leave the classroom/behaves in a way that seriously disrupts a lesson

then a judgement is called for on behalf of the adult as to whether reasonable force should be used.

In Bellenden, we endeavour to use the red card system first.

If force is used, then it should be the minimum needed to achieve the desired result. Make clear that the physical contact or restraint will stop as soon as it ceases to be necessary.

Types of force used could be: Standing between pupils

Blocking a pupil's path

Leading a pupil by the hand or arm

Placing a hand in the centre of the back

Force **can not be used** to prevent trivial misbehaviour.

Any instances where restrictive holds have been deemed necessary (in line with training received) then a fully written record is required.

## **Code of conduct**

- All members of the school community are expected to show respect to each other.
- All pupils are expected to respect their teachers, other adults and fellow pupils
- All pupils are expected to respect their own and other people's property and take care of books and equipment
- Pupils are asked to be well-behaved, well-mannered and attentive.
- Pupils should walk when moving around the school.
- If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Pupils are expected to be punctual.
- Pupils must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Pupils should wear the correct school uniform.
- Jewellery should not be worn.
- Pupils should not bring sweets, valuables, or mobile phones to school (in a very few cases these might be allowed – but the school does not accept responsibility for them)
- If watches are worn, they must stay on the pupil's wrist and not cause a disturbance

This code of conduct has been formulated with the safety and well-being of the pupils in mind and to enable the school to function efficiently as a place of learning.

### **Behaviour policy 2020 Covid-19 Addendum**

At Bellenden Primary School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

#### **Arrivals, Departures and Moving round the school.**

Children will enter through their designated entrance point at the agreed time. At their designated home time, children will leave from their designated exit and line up on the socially distanced crosses for their parent to pick them up.

Movement around the school will be limited. When children need to move around the school, they will adhere to the clearly signed systems which are in place.

#### **Equipment**

Children will have responsibility for their own equipment and will ensure that these are not shared with other people.

#### **Pupils who feel unwell**

Pupils will tell their teacher or supervising adult if they are not well. If the child is displaying symptoms of coronavirus, the adult will call for a member of SLT who will take the pupil to the isolation room and call home straight away.

#### **Hand washing and hygiene**

Children will be expected to follow an enhanced hand washing and hygiene routine whilst in school. Children will wash hands or use hand sanitiser before entering school, after returning from outside, before and after eating and at regular intervals during the day. Children are allowed to use their own hand sanitiser as long as they do not share it with anyone else.

We ask children to follow the 'catch it, bin it, kill it' mantra when in school. If children need to cough or sneeze, they will use a tissue or the crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes whilst at school.

### **Social distancing**

Children who are old enough will be expected to socially distance from their peers and adults in school. Children will sit in pairs on tables which are spaced apart facing the front. When children enter the classroom, they will be expected to go straight to their table after they have washed their hands. Children are encouraged to put their hand up if they need an adult's support and not get out of their seats.

Teachers will ensure that pupils adhere to social distancing measures wherever possible, and refrain from touching peers or members of staff. We understand that socially distancing may be more difficult for younger children.

### **Rewards**

Verbal praise and encouragement will be used as much as possible. Happygrams will still be in place. However, teachers will have the prizes for earning 10 happygrams in their classrooms and will hand them out there. Members of SLT will have a specific time each week to visit classes (keeping a 1m+ distance from everyone in the class) in order to see good work. The headteacher will hold a virtual assembly every Friday from October onwards for the certificate assembly on a Friday.

### **Sanctions**

Children will not be sent to another class – instead they will have a time out within their own classroom. For more serious sanctions, a member of SLT is to be called for.

### **Behaviour which links to hygiene and social distancing**

If a child's behaviour is deemed high risk, (for example, refusing to adhere to safety measures such as hand washing, social distancing, remaining in their classes or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people) the following sanctions may be used:

- (A) Conversation(s) with pupil (s) which could include a verbal warning, moving seats if logistically possible and other behaviour strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with the pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures then the parent/carer will be expected to collect the pupil and an internal exclusion or a fixed term exclusion may be applied depending on the circumstances.

### **Pupils returning to school**

To help pupils adjust to the new routines and structures, a set of simple class bubble rules have been established to help pupils to remember social distancing and enhanced hygiene. These will be displayed in every classroom

- Keep a 1m+ distance.
- Keep your hands to yourself and do not touch your classmates or members of staff.

- Do not touch anyone's belongings
- Wash hands regularly.
- Use a tissue to sneeze or cough in and throw away in the bin. Wash your hands straight after.
- Stay in your seat when asked.
- Keep to your class bubble.
- Stay safe.

### **Pupils with special educational needs**

Bellenden School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present as frustrated as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip etc. Others may have experienced bereavement or loss or other traumatic episodes. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences, children may present with behaviour that is not usual. This many include

- Anxiety
- Lack of confidence
- Challenging behaviour (a fight or flight response)
- Anger (shouting, crying etc)
- Hyperactivity and difficulties maintaining concentration

For some children, including those with attachment concerns or SEN, especially those with autism, the change in routines and lack of familiarity will require additional adjustments. Children with SEN are recognised as being particularly vulnerable. Tailored programmes to support reintegration back to school will be put into place by the SENCo. Bellenden School will work closely with parents to inform supportive strategies, and if necessary, the school will seek external support from other agencies such as Educational psychologists or Early help.

### **Pupils working from home**

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and members of staff.

Pupils should not make offensive comments towards peers on any online platform. Any online bullying or abuse towards other pupils will be taken very seriously. Pupils should also not make inappropriate comments about members of staff on social media. Please see the e-safety policy for more information on this.

## Bellenden Primary School Behaviour Slip



Name of child:

Date:

Brief description of misdemeanour :

Member of staff referring:

Sent to:

Keep for the rest of the lesson

Yes/no

Keep for ten minutes time out?

Yes/no

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