

Balderstone St Leonard's CE Primary School



Behaviour for learning policy

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Behaviour policy [Last updated: Jan 26]



Behaviour for learning policy introduction

Our school's positive behaviour and high expectations policy is based on the three strands of our mission statement, founded on the Bible verse Ephesians 3:17

“so that Christ may dwell in your hearts through faith. And I pray that you, being **rooted and grounded in love**,¹⁸ may have power, together with all the Lord's holy people, to grasp how wide and long and high and deep is the love of Christ,¹⁹ and to know this love that surpasses knowledge—that you may be filled to the measure of all the fullness of God.”

and is based on the positive and restorative practices outlined in Paul Dix's methodology.

Our school policy on behaviour can be summarized in 4 sentences:

- We care for one another.**
- We're fair to one another.**
- We share with one another.**
- We repair relationships with each other.**

Balderstone Primary School takes a positive attitude towards behaviour management and discipline. We are committed to providing an environment where all pupils are **valued** and are able to learn and play together in a **caring, happy, co-operative** and **safe** atmosphere. It is the responsibility of children, staff, governors and parents to ensure that high standards of behaviour are maintained in an atmosphere of mutual **respect, trust, openness, fairness** and consistency.

The behaviour expected in our school links to the three parts of our mission statement:

Love God – love they self, treat wish to be treated. other. Love and words and actions. for ourselves.

Love each other – relationships, fairness and trust.

between school and parents. Positive and supportive. Parents choose the school and uphold its values.

Love learning – doing the best we can. Being proud of our work and the opportunities our school offers.

Our expectation is that all children demonstrate this mission in all that they do in school.

This is reinforced throughout each day in many different ways.

- Knowing our children very well and ensuring that everyone in school feels **safe**
- Teaching well-structured lessons that motivate and engage our children in learning – having a policy of **meet and greet** and welcoming our children into their learning.



thy neighbours as others as you would Respect for each kindness in our Taking responsibility

teacher/pupil building empathy, Relationships



- All relationships in our school family are based on **mutual trust and respect**, including everyone in our school family. Staff are trusted by our parents to make fair and just decisions **in line with the Christian mission** of our school.
- Involving parents and the community and ensuring that communication between home and school is clear, open and **honest**
- Perceptive assessment and feedback that allows staff to meet the needs of children and communication with our SENCO
- Providing a well-organized and well resource learning environment
- Providing a rich curriculum with a variety of opportunities to learn in different ways
- Personal, social and health education, delivered from a structured scheme throughout school to help address pupil needs
- Opportunities in the curriculum to explore beliefs and values, developing respect for others
- Strong positive staff/pupil relationships
- Praise, support and encouragement are our primary source of behaviour management – focusing on positive learning behaviours.
- Actively seeking the advice and guidance of other professional colleagues where appropriate
- Working closely with parents to recognise and praise children but also to support children when things go wrong
- Developing pupil voice in school through our school councils and pupil groups, so children have a voice.
- Taking a fair and restorative approach to any incidents of poor behaviour , encouraging and teaching children to take responsibility for mistakes and to share feelings and take positive action to restore relationships.
- Encouraging children to care for others, for the environment and to embrace diversity and be radically hospitable.

Sharing this:

Each class will display a code of conduct/behaviour expectations that are regularly referred to. This code of conduct is agreed to and discussed as part of our PSHE and transition process every year. This includes:

- using kind, appropriate language to **everyone**,
- treating others as you yourself would wish to be treated
- using your God given talents to the very best of your ability
- respecting and appreciating the opportunities and blessings that we have been given
- allowing yourself and others opportunities to be the very best they can be
- caring for others in body, mind and spirit



- respecting yourself by being the best version of yourself that you can be to recognise your uniqueness and importance as part of God's creation
- making others in our school family (and beyond) feel valued, cared for and unique

Our ethos – learning through direct teaching and through modelled examples of love and respect in action.

Children at Balderstone learn by example, following the teachings of Jesus. We aim to provide children with a positive Christian image of good relations between adults who work in and for the school, and between adults and children. All adults who work at Balderstone have a responsibility for our culture and behaviour. They support our “love each other” culture and ensure that they treat children with respect and kindness. When a member of staff requires the attention of children in a group, we use the STAR listeners technique and a countdown to gain and maintain attention–

Sitting/standing ready to learn

Turning to track speaker

Allow everyone to learn, ask and answer questions

Respecting self and others

Children are expected to respond respectfully and politely to **whoever** is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

- Each class teacher is responsible for not only the children within their class, but if **any** member of staff come across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the matter to the child's class teacher. As a school family we know each other and EVERY child is known and loved in our school and therefore, every teacher teaches every child how to behave.
- For incidents which have been addressed by members of staff who are not the child's class teacher, they will inform the child's class teacher as soon as possible either in person or using CPOMS. All supply teachers are expected to fully adhere to the guidance of this policy.
- Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations. When children join Balderstone St Leonard's they are provided with a Home-School agreement which clearly outlines

Balderstone School Behaviour and Dress Code

- Current school uniform and PE kit must be worn smartly
- No jewellery or earrings to be worn (other than one set of studs – not on PE days)
- School shoes must be worn, not trainers – Velcro fastenings preferred in infants please.
- Hairstyles must be appropriate for school. Hair longer than shoulder length must be tied back. No extreme hairstyles, lines, or cuts under a number 2. Parents will be contacted if this is the case. The only exception to this is if children are returning from pilgrimage and have had their head shaved.
- When in school we walk calmly and quietly throughout the building
- Use normal speaking voices at **all times** inside
- Good manners must be demonstrated at all times and especially at lunchtimes
- We line up sensibly when necessary



- We treat others as we ourselves would like to be treated
- We are disciplined and we keep our hands, feet and unpleasant words controlled

Support and Supervision; All staff will;

- Welcome children to our school
- Model positive relationships with one another
- Model good manners and social behaviours
- Treat children and adults with respect
- Have empathy and understanding
- Support children to make good choices
- Take time to talk to children personally
- Be vigilant for any underlying issues and discuss these with the DHT, HT and SENCO if needed.
- Work proactively, openly and courteously with our parents and carers to support positive attitudes, behaviours and to support learning and flourishing
- Work with other professionals to support children, writing and reviewing appropriate plans

Lunchtimes

At lunchtimes, to support positive behaviour we sit in family groups (with children from EYFS all the way to Year 6 in a family together.). All family groups have an allocated adult too. Polite, respectful lunchtime behaviour and kindness is expected, noticed and rewarded with house-points, stickers and privileges eg, going first for lunch. We also have an ethos of serving one another – everyone in school is a part of this and especially our lunchtime monitors, who take on a leadership role in school helping our younger pupils and acting as role models and support.

Any child displaying exceptionally good lunchtime behaviour will be given a house point for their lunch time table – set up on class dojo.

Lunchtime Sanctions

If there is an incident of poor behaviour at lunchtime which is resolved by the welfare staff, then it must be shared with the class teacher of the child.

If there is a serious behaviour breach at lunchtime, it must be brought to the attention of the DHT or HT immediately. They will then follow normal school policy. This incident will be recorded on CPOMS and the child may need to miss the rest of their lunchtime break. Our wonderful welfare team also award house points to children who have lived out our values over lunchtime.



ClassDojo

House Points – Class dojo

Points are awarded for:



Loving each other.

Loving God

Loving learning

Stewardship

Children collect house points for their team and also towards a whole class reward.

Rewards:

Can be given extra points for:

Kindness

Thoughtfulness

Particular effort in work (over and beyond expected level)

Resilience/overcoming problems

Showing initiative

Being caring towards others

Being innovative

Helpfulness

Respect

The Class dojo points are set up for 3 areas linked to our mission statement – Love God, Love learning, Love Each other.

Class dojo points are reset every Thursday so the winning house can be announced in Celebration Worship on the Friday.

Flourishing Rewards

Our behaviour system is based on positive reinforcement and recognizing and rewarding excellence. We always expect good behaviour and do not extrinsically reward this, as this is our baseline standard.

Praise & sharing the joy - verbal, one-on-one, sent to show work, tell another significant person in school (buddy, teacher, headteacher) to share the joy, stickers, stampers.

Responsibilities, privileges and trust roles

House points – awarded on class dojo

Informing parents positive phone calls, postcards and messages home



Visiting the headteacher – for outstanding performance/behaviour children may be sent to visit the headteacher. Headteacher stickers/certificates/praise pads may be awarded.



Weekly Achievement Worship (Flourishing Friday) – These are held on a Friday morning in church. One child from each year group is selected. They are commended for loving God, loving learning or loving each other.

Inappropriate behaviour

The expectation at Balderstone is that **all** children demonstrate respectful, conscientious behaviour at **all times**, in line with our Jesus' led example..

CPOMS (Child Protection Online Management System) is used to log all incidents of poor behaviour/disruption. This will enable us to track and identify patterns of behaviour and inform key members of staff.

We operate a five level behaviour management system to allow children to change and restore their behaviour before it escalates.



<p>Level 1 - Low level inappropriate behaviour – isolated incidents This is day-to-day classroom behaviour that would be handled by the class teacher and teaching assistants through quality-first teaching and classroom management.</p>		
<ul style="list-style-type: none"> • Chatting in class • One off incidences of low-level disruption • Name calling (one off) • Running through school • Shouting • Pushing • Discourteous behaviour (not using manners) • Minor classroom disruption • Talking over teacher/adult • Negative body language 	<p>Any adult</p>	<p>Quiet verbal warning. “you need to..... thank you” Look/quiet word Verbal warning to change pattern of behaviour.</p>
<p>Level 2 – Low level inappropriate behaviour – frequent/reoccurring incidents This is day-to-day classroom behaviour that would either be handled by the class teacher or referred to other staff in the key stage group</p>		
<ul style="list-style-type: none"> • Persistent low-level disruption • Name calling • Persistent running, shouting out, discourtesy, disruption to learning, persistent talking, negative or inappropriate body language • Being disrespectful and shouting out • Persistently trying to interrupt/distract others • Lack of basic effort in work for no good reason. 	<p>Class teacher/ recorded on CPOMS</p>	<p>Quiet verbal warning, out of class, child given instruction on how to put the behaviour right. Given time limit to restore behaviour. Child to make up missing learning time. Child moved places in classroom.</p> <p>Relocated in classroom for that session – to concentration station. Can return to place if expected behaviour restored/learning completed. Time out – in agreed space/walk with TA/staff.</p> <p>Expectation that missed work/learning is completed/caught up on properly in own time break/lunchtime.</p>
<p>Level 3 – Serious inappropriate behaviour – isolated occurrences (using the staff knowledge of the child) To be referred to the deputy head teacher or headteacher.</p>		



<ul style="list-style-type: none"> • Behaviour/work does not improve after level 2 interventions • Behaviour escalates and is disturbing love of learning of staff or other children • Refusal to do what an adult is asking • Persistent lack of respect • Any underhand provoking of others to demean or discourage • Any form of sexual harassment or use of inappropriate gestures or language. <p>If behaviour does not improve we will implement a behaviour plan.</p>	<p>Class teacher must inform HT/CPOMS logged</p>	<p>Class relocation continues until an improvement is seen.</p> <p>Missed playtime/s under supervision of Deputy head or headteacher Make apologies/work with nurture staff on reconciliation and understanding of impact of behaviour on others and self. Reflection on how to change behaviour Parents spoken to and a follow appointment made to check that the behaviour is improving. Any racist, gender or homophobic behaviours logged on CPOMS and parents/carers informed immediately.</p> <p>Parents/carers asked to come into school to meet with Headteacher. Positive Behaviour Plan put in place. (see attachment)</p> <p>Phase 1 – one week behaviour plan in place with class teacher monitoring daily. Phase 2 – two week behaviour plan with daily checks from deputy headteacher. Phase 3 – two week behaviour plan with daily checks with headteacher, parents/carers in school every week to monitor progress. Phase 4 - two week behaviour plan with daily checks with headteacher, parents/carers in school</p>
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		<p>every day/contact home every day to monitor progress.</p> <p>Phase 5 – behaviour plan in place with additional referral for behaviour support from inclusion/behaviour hub prior to internal suspension.</p>
<p>Level 4 – Serious inappropriate behaviour – frequent incidents that cause physical, mental or emotional harm and/or disrupt our love of learning or put someone in danger. Referred to headteacher and senior leadership team.</p>		
<ul style="list-style-type: none"> Any continuation of the above despite intervention. Any obscene language/verbal abuse Any underhand, continual demeaning of another child. Child on child abuse – physical, emotional, sexual harassment or online bullying/cyber bullying/inappropriate use of school iPad. Any disrespectful and inappropriate comments about others. Leaving the class without permission Any racist name calling Any physical assault on another child Repeated unacceptable playground behaviour/anger/retaliation Unpleasant, exclusive behaviour towards others whilst in a group Any form of persistent bullying/child-on-child abuse 	<p>Must be referred to the head teacher.</p>	<p>Internal suspension in Headteacher’s office for the day. Thorough investigation, notes made on CPOMS and given to HT immediately</p> <p>Parents contacted and asked to come in to meet with Headteacher. Plan made to improve behaviour and also to restore any damage done to relationships. Time limited plan for improvement. Internal/exclusion considered</p> <p>Parents to have follow up meetings until the behaviour improves. (see phased behaviour plan from above)</p>
<p>Level 5 – very serious inappropriate behaviour (referred immediately to headteacher, senior leadership team and other agencies)</p>		
<ul style="list-style-type: none"> Violent, abusive, racist, homophobic, sexual or 		<p>Fixed term or permanent suspension with</p>



<p>transphobic abuse (with intent)</p> <ul style="list-style-type: none"> • Pre-meditated injuries/assault • Serious and willful vandalism • Misuse of drugs or use of any weapons or items that could be used as weapons. • Sexual harassment or assault. • Repeated cyberbullying, prejudiced based or discriminatory bullying. 		<p>consultation with the Head and governors.</p> <p>When the headteacher suspends or permanently excludes a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or virtual school, as applicable.</p> <p>When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension. The school's policy is linked and in-line with the Government policy on suspension and exclusion</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf</p> <p>Involvement of the police and other agencies as needed.</p>
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Zero tolerance

At Balderstone we want to make it clear that there is a **zero-tolerance** approach to sexual violence, harmful sexual behaviours and sexual harassment, that it is never acceptable, and it will not be tolerated. It will **never** be passed off



as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. We shall never allow a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it. Therefore, any incidences of sexual violence, sexual inappropriateness or harassment (in person or online) will be treated very severely at the highest level of our behaviour thresholds. At Balderstone we teach respect in both actions and language and this is central to our treatment of each other.

Securing consistent consequences at Balderstone

An essential part of our positive behaviour management system lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour and that these will be measured, fair and consistent. The principles upon which consequences are based are that they should be:-

- the minimum necessary, proportionate, and immediate
- fairly investigated with different witness statements recorded on CPOMS
- immediate and short-lived, with built in opportunities for reconciliation and forgiveness
- consistently enforced so children see our system as fair
- focused upon the /behaviour **not** the child
- expected and understood by the child
- delivered in a calm and measured way, once the child is calm and understands
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents **where** deemed appropriate
- must not breach any other legislation (for example, in respect of disability, SEN, race and other equalities and human rights)

Supporting children with SEND

We believe that all children can be supported to behave well while recognising that some children, especially those with SEND and/or trauma or attachment difficulties may need additional support to reach the expected standard of behaviour. Creating a positive behaviour culture will create a calm environment which will benefit children with SEND, enabling them to learn.

Children who have SEND, trauma or attachment issues may find behaviour expectations more difficult to follow. We may adapt our expectations but it is our job to support them in understanding and following the school rules of Love God, Love Learning and Love each other as these apply to all children.

Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of the support being provided. We will try to anticipate likely triggers of misbehaviour and put in place support to prevent these.

Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a child with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the child concerned.



Duties under the Equality Act 2010 and Children and Families Act 2014

Under the Equality Act 2010 (the Equality Act) and the [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and foster good relations between people who share a relevant protected characteristic and people who do not share it.

Monitoring and evaluation

All staff will be responsible for monitoring behaviour at Balderstone, however the Headteacher and Deputy Headteacher and SENCO will also use contextual information (e.g. age, gender, SEN) when monitoring and evaluating behaviour and reporting to the governing body. Behaviour is monitored daily and CPOMS alerts are followed up by headteacher/staff when they are alerted to incidents – actions are recorded on CPOMS and followed up with relevant parties.

Power to use reasonable force (DFE advice and guidance – Use of Reasonable Force – July 2013)

What is reasonable force?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We expect parents/carers to trust the professionalism of staff in ensuring their own and other children are kept safe.

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using **no more** force than is needed.
4. Force usually refers to 'control' and 'restraint'. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupils' path, or active physical contact such as leading a pupil by the arm out of a classroom. 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
5. School staff should always try to avoid acting in a way that might cause injury.
6. Reasonable force must never be used as a punishment at Balderstone; this is **always** unlawful.



Who can use reasonable force?

All/any member of Balderstone school staff have a legal power to use reasonable force – only when it is required and necessary to the situation to protect a child/children from themselves, from danger or from others.

Complaints procedure

The school's complaints procedure can be found in The Complaint Policy and online. There is a copy of this policy on the school website (a copy can also be requested from the school office). All complaints about behaviour will be thoroughly and appropriately investigated. As an open-door policy school – we would always ask that any incidents, concerns or complaints are discussed with school staff, senior leaders and/or the headteacher to allow opportunity to rectify any situations as quickly as possible.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. School will refer to the “dealing with allegations of abuse against teachers and other staff” guidance where an allegation of using excessive force is made against a teacher. As employers, schools and local authorities have a duty of care towards their employees. As such Balderstone St Leonard's will provide appropriate pastoral care to all members of staff as and when it is appropriate.

Before school and break times/lunch times

Early morning

Children who attend Breakfast Club will be greeted at the door by a member of the Wraparound team. At 8:40 these children will line up and be escorted into class. Children who do not attend Breakfast Club, will be greeted by a member of staff at the door at 8:40. Children make their way to their classrooms where their class teacher will greet and welcome them into the classroom.

Playtime

- Children are supervised by class teachers/teaching assistants during their exit to the school yard for playtime.
- Class teachers will greet their class at the classroom door at the end of playtime and supervise them whilst they hang up their coats and return to class
- The teacher or teaching assistants on duty will give a maximum of 3 children at a time permission to enter the school building to use the toilet. Once these children have returned, another 3 children can be sent.
- At the end of playtime the whistle can be blown, 1st time all children will stand still. Once all children are standing still and quietly, the second whistle signals time for the children to walk to their classroom.



Lunchtime

- Class teachers to lead their class to and from the lunch hall and to stay where possible for the lunchtime prayer. (Monitors will help oversee behaviour)
- Lunchtime supervisors will report incidents of poor behaviour to the staff member on duty/class teacher and this can then be recorded on CPOMS.
- Lunchtime staff are able to award stickers that can be exchanged for house points/consideration for Flourishing award.

Behaviour at playtime and lunch time & at Wraparound clubs

We expect our children to behave well **at all times** – both in the building and outside in the playground. Lunchtime supervisors /sports coaches will have stickers to reward good behaviour at lunchtime.

Breakfast and After School Club staff can also award house points and the usual behaviour management policy remains functional both before and after school.

Appendix 1: Exemplar Positive Behaviour Plan

Date:

_____ strengths/this is where you shine _____ :

What _____ is good at/enthusiastic about?

- _____, you are a natural leader and have real determination.
- You are very competitive and are great at motivating others to be the best they can be when playing sports on **your** team.
- You are a very bright and keen learner, who can quickly grasp ideas.
- You also have a keen sense of justice and like things to be fair.
- We know that you are very bright when it comes to learning new things and you like to be challenged.
- You have a keen sense of humour and love a good laugh.

Behaviour targets (areas for development) so you can flourish...



- Treat others with kindness in words, and actions.
- Manage your reaction to others - making sure you keep your hands and feet to yourself.
- Tell a member of staff if anything seems unfair or unjust immediately, rather than trying to sort matters out yourself.
- Recognize when you are starting to feel angry/upset and walk away from a situation.

Let's talk about current strategies and support in place to help you







We have changed the playtime sports routines to help you cope better and have fun playtimes:

- You will be awarded positive class dojo points specifically for meeting your set targets every day.
- Football/competitive sports plan in place for you with separate year group football at lunch.
- Positive phone call/letter/chat home every week on a Friday when all targets met. Weekly meeting with parents on a Friday to review the week.
- When you have had a good week you will be rewarded with football and technology time at home too.

Signed (pupil) _____ Signed (parent) _____





Day of week:	Week beginning :
Morning 1	
Playtime	
Morning 2	
Lunchtime	
Afternoon 1	
Afternoon 2	



Additional comments :-

Together, this week, as a result of your behaviour, we have made the decision to:

CONTINUE THE BEHAVIOUR PLAN FOR ANOTHER WEEK

PAUSE THE BEHAVIOUR PLAN AND MONITOR PROGRESS WITH A WEEKLY PHONE CALL

WITHDRAW THE BEHAVIOUR PLAN AS WE THINK YOU CAN MANAGE YOUR OWN BEHAVIOUR CHOICES NOW

Parent/Carer signature

Pupil signature:

Headteacher's
signature: _____