



BPET Behaviour Policy

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2023
Renewal:	Every 2 Years
Review Date:	September 2025

Contents

1.0	Bellevue Place Education Trust – Our commitment	Error! Bookmark not defined.
2.0	Introduction	Error! Bookmark not defined.
3.0	Aims and Objectives.....	Error! Bookmark not defined.
4.0	Application of policy	Error! Bookmark not defined.
5.0	Roles and Responsibilities	4
5	Rewards	7
6	Sanctions	7
7	Pupils with Special Educational Needs and/or Disabilities	9
8	Investigating Incidents	10
9	Search, seizure and confiscation	11
10	Use of reasonable force	11
11	Bullying	11
12	Child-on-Child Abuse	12
13	Complaints	13
	
6.0	General Approaches to behaviour management	15
7.0	Approval by the Bellevue Place Education Trust Board.....	13
	Monitoring and Evaluation	

Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

1 Introduction

- 1.1 BPET's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its schools. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the academy gate.
- 1.2 This policy outlines the high behavioural standards BPET expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with BPET's exclusions policy, anti-bullying policy, SEND, searching, screening and confiscation policy, and safeguarding and child protection policy, all of which can be found on the school's websites.

2 Aims and Objectives

By setting high standards of expected behaviour, BPET and its schools aim[s] to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;

- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

3.1 This policy applies to all members of the BPET community. Whiteknights tracks and monitors pupil behaviour and keeps parents updated about pupil behaviour. Each school within BPET will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or

3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or BPET.

4 Roles and Responsibilities

All members of the BPET community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the BPET community are set out in detail below.

4.1 Board of Trustees

The Trustees will work with the Central Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Director of Education to account for its implementation.

4.2 The Chief Executive /Director of Education

The CEO/Director of Education will ensure that this Behaviour Policy is applied consistently across the schools within BPET and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Headteacher

Each schools Headteacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline. The Headteacher will monitor and evaluate behaviour information, including information about bullying to identify trends in behaviour. This information will be used to agree appropriate actions so that excellent behaviour is maintained.

4.4 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that BPET's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by for example within assemblies, part of PSHE and discussed as part of pupil induction.
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;

- consider the welfare of the whole BPET community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - more frequent engagement with parents;
 - home visits;
 - mentoring and coaching;
 - report cards;
 - pastoral support plan;
 - time in a pupil support unit;
 - engaging with local partners and agencies to address specific challenges;
 - consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan; and/or]
 - designing an Individual Behaviour Plan with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.5 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;

- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.6 Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

BPET believes that it is important to encourage good conduct throughout the schools by celebrating and rewarding good behaviour. Details of rewards can be seen in the Annex

6 Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The school will impose sanctions (also known as 'disciplinary penalties') in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions could include:

- verbal reprimand;
- requiring a written apology;
- confiscation of a pupil's property;
- missing break time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- the setting of written tasks as punishments, such as writing lines or an essay;
- school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
- internal exclusion;

- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring;
 - removal from a class or groups;
 - education off-site for a designated period;
 - suspension or permanent exclusion.
- 6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child’s behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. BPET recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students’ behaviour when necessary. When a sanction is imposed, parents will be informed in writing.
- 6.4 BPET encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The school will also 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, staff will follow BPET’s safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:
- verbal abuse to staff and others;
 - verbal abuse to pupils;
 - physical abuse to/attack on staff;
 - physical abuse to/attack on pupils;
 - any form of bullying (to the extent not covered above);
 - indecent behaviour;
 - damage to property;
 - gambling on **school** property;
 - recording or taking images of pupils or staff without their express consent;
 - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”;
 - carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
 - theft;
 - serious actual or threatened violence against another pupil or a member of staff;
 - sexual abuse or assault;
 - carrying an offensive weapon;

- arson;
- unacceptable behaviour which has previously been reported and for which the school sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the BPET Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- An Individual Behaviour Plan will be developed by the school outlining strategies and interventions to ensure that a pupil with SEND understands the school's expectations in relation to behaviour, and reaches those expectations.

- 7.2 BPET is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective school will do all it can to ensure that the pupil receives appropriate support. BPET is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. BPET will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective school on the facts of the situation.
- 7.3 An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read BPET’s special educational needs policy/ SEN Information Report for more information.
- 7.4 The respective school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
 - adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
 - adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
 - training for staff in understanding conditions such as autism.
- 7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil’s behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil’s parents of what has happened as soon as possible.
- 8.2 BPET uses Close Circuit Television (“CCTV”) within the majority of its premises. One reason why BPET uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see BPET’s CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9 Search, seizure and confiscation

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Headteacher or staff authorised by them. Staff will follow the BPET Searching, Screening and Confiscation Policy when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

10 Use of reasonable force

10.1 BPET strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

10.4 All incidents of physical intervention, not just those in relation to helping a pupils calm down, must be reported to parents "on the same day or as soon as is reasonably practicable

11 Bullying

11.1 BPET will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying, in line with the BPET Anti-Bullying Policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

- 11.2 BPET wants to make sure that all pupils feel safe in the school and are accepted into the BPET community. BPET's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. BPET practices a preventative strategy to reduce the chances of bullying. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public and staff. Any intentional breach of this will result in disciplinary action.
- 11.4 If an allegation of bullying does come up, the respective school will:
- take it seriously;
 - investigate as quickly as possible to establish the facts;
 - record and report the incident; depending on how serious the case is, it may be reported to the Headteacher;
 - provide support and reassurance to the victim;
 - make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
 - discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
 - ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
 - consider whether suspension or exclusion is appropriate in light of the circumstances;
 - where necessary and appropriate, provide support to pupils through external agencies.
- 11.5 BPET believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its schools. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the BPET community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

12 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. BPET will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim

and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

13 Trips and residentials

If a pupil is suspended or excluded during a time when a school trip or residential is due to take place, no refunds for these trips or residentials will be issued to the family of the pupil.

14 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with BPET’s complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

14.0 Approval by the Bellevue Place Education Trust Board

The Headteacher and BPET will review this policy statement bi-annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

Annex A - Rights and Responsibilities of Pupils, School Rules and behaviour system

1. Rights and Responsibilities

We have identified certain key rights and responsibilities that belong to every member of the school community:

Our rights are to:	Pupil responsibility	Staff responsibility
Be able to teach, to learn and to play	to be punctual and ready for the lesson, to listen and be involved in the lessons, to follow instructions, stay on task, to ask for help, to work as asked by the member of staff, to play fairly and include others	to plan and teach the curriculum to the best of our abilities, to make lessons relevant to the children’s abilities, to provide necessary support and resources for learners, to assess children’s next steps in learning
Be shown respect and being valued	to include others, speak politely, to welcome new people to school, share with each other, to support and praise each other to listen to everyone	to model expected behaviour show mutual respect to community, to welcome any new comers to school, to share ideas etc., to support and praise each other
Feel safe	to play safely, to keep our hands and feet to ourselves, to say no to bullying, to speak to a member of staff if there is a problem, to tell a member of staff if you are struggling, unhappy or worried	to listen to problems and help solve difficulties to actively promote personal safety and intervene, if necessary

Have disputes settled fairly	to speak quietly and calmly, to give others a chance to speak, to be honest with ourselves and others, to bring problems to adults	to speak quietly and calmly, to give all concerned a chance to speak, to be consistent in decisions
To be safe in our school	to move around the school safely, to queue in single file, walk in alphabetical order without talking to be at the right place at the right time, to follow instructions	to ensure that own classrooms, communal areas etc. are safe and are checked on a regular basis, to ensure that safety issues are reported when necessary. to be prompt when on duty
Have my and others property treated with respect	to treat school and other's property with great care, to leave valuables at home, to tell a member of staff if something is damaged	to remind children about personal property, to keep valuables safe, when necessary

These expectations of behaviour are displayed in each classroom using 'child friendly' language in the form of a 'Golden Rules' poster ;

- | | |
|-------------------------|-----------------------------------|
| 1. We are gentle | 2. We are Kind and Helpful |
| 3. We listen | 4. We look after property |
| 4. We are honest | 6. We work hard |

5. Policy into practice

There is a hierarchy of consequences, proportionate to the pupil's behaviour lapse, taking account of the child's age, stage of development and understanding.

- Each day starts with a 'clean slate'.
- A reward, once given, is never taken away. It is therefore possible that a child could receive a certificate and a C4 on the same day. Both would be appropriate, since they were both deserved. It is this even-handedness that pupils find particularly fair.
- Verbal warnings are always given before yellow cards.
- Normally the staff member will remind the pupil once that he or she needs to behave appropriately before giving a C1 warning. If the pupil behaves inappropriately again in the course of that day, he/she may be given the next consequence in the hierarchy.
- Consequences 2 and 3 are supervised by the class teacher.
- At playtimes and lunchtimes, the supervising adults use yellow cards for C2 and C3. C2 and C3 involve the pupil standing out by the wall for a number of minutes. Yellow cards are recorded by lunchtime controllers in their behaviour record book. Details are passed to class teachers at the end of each week. Copies of letters are filed and given to class teachers.
- Detentions are held in the classroom of the appropriate teacher. If a pupil has a lunchtime detention, they eat lunch first and are then to go to detention.
- A Red Card during playtime means that the pupil goes to the relevant Phase Leader immediately. (A higher level consequence might follow, after investigation)
- During lunchtimes poor behaviour resulting in Consequence 4 or above is referred by lunchtime controllers to the lunchtime supervisor. The lunchtime supervisor is responsible for ensuring the pupil completes a reflection form and for completing the appropriate letter home. If a detention is deemed appropriate the supervisor

consults the Head or the AHT on duty. The lunchtime supervisor must make sure that the class teacher is made aware of the red card and the resulting consequence at the end of lunchtime. The red card is recorded in the class teacher's behaviour records.

- For a serious behaviour lapse, the Head (HT) or Assistant Head (AHT) will put the pupil straight onto a high level consequence.
- For a serious misdemeanour, the staff member will drop straight down to a more serious consequence. For example, if a pupil were openly defiant to a teacher, failing to follow her/his instructions straight away and answering back rudely, it would not be appropriate to give a C1 warning. A C4 or C5 would probably be required.
- Particularly challenging behaviour is managed within the framework of the Behaviour Policy.
- Bullying, including cyber bullying especially prejudice based and discriminatory bullying is managed within the framework of this policy. Bullying is addressed through our PSHE curriculum and assemblies. Where necessary additional lessons might be planned to support pupils. In addition to this the HSLW or a senior member of staff will support pupils to stop bullying and where appropriate, rebuild friendships.

Exceptionally/Continuous poor behaviour is dealt with as follows:

- Removal to parallel class
- Removal to Assistant Head/ Senior Midday Supervisor
- Removal to the HT – 1 day exclusion

Before bad behaviour escalates to the point where exclusion is necessary, we often develop contracts/pastoral support plans with parents setting a clear, agreed action plan for unruly pupils in extreme cases.

The role of the class teacher

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- Class teachers must have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.
- The teacher treats each pupil fairly and enforces the behaviour policy consistently.
- The teacher treats all children in their class with respect and understanding.
- The class teacher maintains a record of any Consequences they give to pupils. A summary sheet is given to the Head Teacher at the end of each half term.

Each class teacher has a behaviour file containing record sheets, pupil reflection forms and letters for parents. In each classroom there is a 'Good on Green' chart with pupils' names and a supply of 'Good on green' cards, yellow cards and 'Consequence' red cards.

5. Rewards for good behaviour

There is an individual certificate awarded to children who have stayed 'good on green' (i.e. not received any recorded behaviour warning cards.) every half term. The following are used informally in the class, making sure there is consistency within each year group:

- Verbal praise
- Giving trust and responsibility (house captains, prefects, librarians etc.)
- House points
- Griffin Feathers (Key Stage 2)
- Dragon Scales (Key Stage 1 and Reception)

6. Hierarchy of Consequences

	Early Years, Years 1 and 2	Years 3 and 4	Years 5 and 6
Consequence 1	A verbal warning		
Consequence 2	Pupil stays behind for 5 minutes after the class has gone to play. (Yellow Card)		Pupil stays behind for 10 minutes after the class has gone to play. (Yellow Card)
Consequence 3	Pupil stays behind for 10 minutes after the class has gone to play. (Yellow Card)		Pupil stays behind for 15 minutes after the class has gone to play. (Yellow Card)
	Early Years, Years 1 and 2	Years 3, 4, 5 and 6	
Consequence 4	Pupil is given an appropriate task to complete at home, a letter is signed by the parent and brought back the next day. Teachers ensure that the letter is returned to school, signed to acknowledge receipt. (Red card)	The Class Teacher gives the pupil a letter, informing the parent of a detention after school or during a lunchtime. Parent/carer collects the pupil at 16:00 from the front office. Teachers ask that the letter is returned to school, signed to acknowledge receipt. (Red card)	
Consequence 5	Pupil is seen by an Assistant Head and stays in to complete an appropriate task, a letter is signed by the parent, brought back the next day. Teachers ensure that the letter is returned to school, signed to acknowledge receipt. AND Pupil is on report for a set period of time. Pupil takes work/report sheet to the HT/AHT before going to play, to lunch and before going home. (Red card)	Pupil is seen by an AHT and given a letter home, to inform parents of an after school detention. Teachers ensure that the letter is returned to school, signed to acknowledge receipt. Parent/carer collects pupil at 16:00 from the school office. The detention takes place with a Senior member of staff. AND Pupil is on report for a week. Pupil takes work/report sheet to the HT/AHT before going to play, to lunch and before going home. (Red card)	
Consequence 6	Parent is called to attend a meeting with the Headteacher about the pupil's behaviour. Exclusion warning is given and a Pastoral Support Plan is set up or reviewed. The meeting is minuted and a copy of the minutes is sent home. Member of the Admin Team ensure that a letter is returned to school, signed to acknowledge receipt. (Red card)	Parent is called to attend a meeting with the Headteacher about the pupil's behaviour. Exclusion warning is given and a Pastoral Support Plan is set up or reviewed. The meeting is minuted and a copy of the minutes is sent home. Member of the Admin Team ensure that a letter is returned to school, signed to acknowledge receipt. (Red card)	
Consequence 7	Formal Exclusion from Lunchtimes for a fixed period, in line with DfE regulations. Pupil is collected by parent at the end of the morning and returned at start of afternoon school. The meeting is minuted and a copy of the minutes is sent home. A member of the Admin Team ensure that a letter is returned to school, signed to acknowledge receipt. Pastoral Support Plan is set up and reviewed. (Red card)		
Consequence 8	Headteacher imposes a formal exclusion from school for a fixed number of days, in line with DfE regulations.		
Consequence 9	Permanent Exclusion, in line with Department of Education regulations.		

7. Behaviour matched to consequences

Unacceptable Behaviour	Minimum Consequence
Running inside the school	C1/C2
Talking while walking to or during assembly, and to your classroom	C1/C2
Unacceptable Behaviour	Minimum Consequence
Talking at inappropriate times	C1/C2
Silly/Deliberate behaviour, including refusing to work	C1/C2
Back chatting – talking back to staff	C2
Avoiding work	C2
Not following instructions.	C3
Going into the school during lunchtime (ongoing)	C3
No PE kit	C3/C4
Changing settings on Laptops	C4
Unsafe behaviour	C4
Leaving class without permission	C4
Dangerous play e.g. 'play fighting'	C4
Damaging property on purpose	C4
Incomplete homework	Call home and/or stay in to complete homework.
Swearing, teasing and name calling other children	C5
Racist Language	C5 with documentation completed and sent to WBC
Physical violence or threatening behaviour. (fighting)	C6/7
Bullying, including on-line bullying	C6/7
Refusing to co-operate during lunchtimes	C7
Swearing at an adult	C8