



Lincoln Bishop King CE Primary School

Our Vision:

We create a nurturing environment, which both inspires and challenges our whole school family, equipping our children to have high aspirations to: "Dream big. Love God. Live well."

Behaviour Policy

Policy Accepted by Governors:

Updated; 8th October, 2021

Date of Next Review:

At Bishop King CE Primary School, we believe that good relationships exist between staff and pupils, both in and out of the classroom and must be conducive to learning and to the social and personal development of pupils.

Good communication between parents and the school help to create a well-ordered atmosphere in which children will learn effectively, develop and flourish in modern Britain.

We have high expectations of behaviour and we know that good behaviour is an essential factor in achieving successful teaching and learning, and every adult has a vital role to play in modelling, encouraging and supporting positive behaviour.

Year A	Church School Value	British Value
Autumn 1	Koinonia	Democracy
Autumn 2	Generosity	Individual Liberty
Autumn 3	Hope	The rule of law
Autumn 4	Friendship	Tolerance of those of different faiths and beliefs
Autumn 5	Respect	Mutual Respect
Autumn 6	Thankfulness	All British values

We have twelve Christian values to underpin our Church School ethos, which everyone in the

Year B	Church school value	British Value
Autumn 1	Truth	Democracy
Autumn 2	Compassion	Individual Liberty
Autumn 3	Perseverance	The rule of law
Autumn 4	Trust	Tolerance of those of different faiths and beliefs
Autumn 5	Forgiveness	Mutual Respect
Autumn 6	Peace	All British values

school aims to adhere to. Each one of the following values are focused for one term over a two-year period:

The **key principles** of our whole school approach towards the management of children's behaviour are:

- Children need encouragement, approval and kind words in order for positive behaviours to be reinforced.
- Staff will control situations assertively and calmly, using appropriate and respectful tone and volume, allowing children to make the right choice, or consequently, move down on the behaviour system.
- Clear consequences are in place, and explained to children.
- Expectations are communicated clearly and school boundaries will be applied consistently and clearly.
- We encourage, model and expect respectful behaviour from all members of Bishop King School.

RESPONSIBILITIES

Staff Responsibilities

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour, both in classrooms and around the school, in accordance with the school's Behaviour Policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies; use praise, sanctions and rewards consistently; manage classes fairly and effectively, use approaches which are appropriate to individual pupils' needs in order to involve and motivate them.
- Maintain good relationships with all pupils, exercise appropriate authority, and act decisively when necessary.
- Treat all children fairly and with respect and recognise and value the strengths of ALL children.
- Help ALL children to develop and exceed expectations.
- Provide a challenging, interesting and relevant curriculum and a consistently high standard of teaching.
- Create a safe environment both physically and emotionally.
- Be a good role model at all times.
- Form and maintain positive relationships with parents and children.
- Offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's Behaviour Policy.

Parents' Responsibilities

- Make children aware of appropriate behaviour.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Support the school in implementing this policy.
- Be aware of the school rules.

Children's Responsibilities

- Always do their best, have high expectations of self and others and aspire to be an ambassador for the school.
- Have ownership of their own learning, aspiring to be an independent learner.
- Treat others, their belongings and the environment with respect.
- Show consideration and empathy for others, regardless of background, culture or faith.
- Show empathy and consider the effects of their actions on others.

PRAISE AND REWARDS

- Verbal praise.
- Class stickers, headteacher award.
- Special responsibility jobs.
- Team points.
- Class rewards (e.g. marble jar)
- Learning Explorer of the week awards.
- ACE night awards.
- End of term achievement awards

BEHAVIOUR, CONSEQUENCES AND SANCTIONS

The Behaviour System:

Colours of behaviour

Continuously showing outstanding attitude to learning and exceptional green behaviour, in line with the school values may result in being moved up onto the gold star.

- Listening
- Respecting equipment
- Extending work independently
- Helping
- Working hard
- Respectful
- Kind to others
- Lining up on time
- Politeness
- Demonstrating our church school values

All children start each school day on green.

This behaviour should be reinforced with positive praise by adults in the classroom; being explicit about behaviours.

- Not following class management rules eg tidying up, refusal in the first instance, telling tales unnecessarily
- Not sharing
- Ignoring adults' reasonable requests
- Talking at an inappropriate time
- Disrespectful to others eg spoiling their game or work
- Lying if truth is immediate
- Shouting out
- Inappropriate noises
- Damaging property
- Making fun/taunting/teasing
- Sitting unsafely
- Running in corridors
- Not trying their best

Children will receive a yellow warning card if they demonstrate yellow behaviour.

If this behaviour continues, they will be given a second warning card.

If the yellow behaviour continues, the child will be moved to yellow on the chart.

Children can turn their behaviour around to green behaviour, and return to green on the chart.

Children on yellow by morning playtime, should be sent to 'Check in' at break time with T Roberts (TR) or Sophie Thorpe (ST) to discuss ways to cope with their behaviour, in order to avoid further yellow or red behaviour, and strategies to enable them to get back to green.

If a child is on yellow on the chart, and this behaviour continues, a red card is issued.

- Bullying
- Physical violence eg spitting, kicking, punching or scratching
- Fighting
- Swearing
- Spitting
- Defiance
- Rudeness to other children

A red card is issued immediately when a child demonstrates any red behaviour.

Children **MUST** attend 'Listening, linking and learning' at lunchtime, if issued with a red card, and work with TR and peer mentors on feelings and behaviour – All children attending should get their lunch immediately after leaving their classroom and be escorted to mobile.

- Rudeness to adults
- Leaving the classroom without permission
- Deliberate damage to school or personal property and resources
- Proven stealing
- Witnessed racist incidents
- Persistent lying
- Sexual harassment

After lunchtime, and when 'Listening, Linking and Learning' has been attended, children to move back to green on the behaviour chart.

For children who demonstrate continued red behaviour, strategies for teachers are to:

- Move child away from other children
- Move to an isolated table
- Give a clear warning before the child is sent to the Bamboo Room.

Persistent disruption of own learning and that of others after being on red.

Isolation in Bamboo room.

Continued behaviour to be addressed by SMT at that time.

If a child attends 'Listening, linking and learning' three times in one week, they must then begin 'Check-in/Check out' sessions with TR for the rest of the term.

The child will 'check in' at the start of morning sessions and 'check-out' at the end of each day. Parents will be notified of this.

If there is no change in behaviour following 'Check-in/Check-out', parents will be asked to attend a meeting with the pastoral team and the class teacher to discuss behaviour issues.

If behaviour still continues repeatedly, a member of SLT will meet with parents and the class teacher (with a warning about possibly behaviour ladder for exclusion), when a behaviour agreement will be drawn up between school and the pupil at

Referral to SENDCO for initiation of behaviour ladder process.

Positive Handling policy

At Bishop King School we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed - only by staff trained in TeamTeach; [L] [SEP]
- Any physical contact should be the minimum required; [L] [SEP]
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned; [L] [SEP]

The Legal Framework [L] [SEP] Section 93 of the Education & Inspections Act 2006 allows

‘teachers and other persons, who are authorised by the headteacher, who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following: [L] [SEP]

- Causing injury to his/herself or others; [L] [SEP]
- Committing an offence; [L] [SEP]
- Damaging property; [L] [SEP]
- Prejudicing the maintenance of good order & discipline.’ [L] [SEP]

All teachers and some support staff, at Bishop King, have received ‘Team Teach’ training to de-escalate, where possible, then to use the appropriate holds as practised in the training.

However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

When physical handling becomes necessary, adults will:

- Tell the pupil what they are doing and why; [L] [SEP]
- Use the minimum force necessary; [L] [SEP]
- Involve another member of staff, whenever possible; [L] [SEP]
- Tell the pupil what s/he must do for the adult to remove the hold (this may need frequent [L] [SEP] repetition); [L] [SEP]
- Use simple and clear language; [L] [SEP]
- Relax their hold in response to the pupil’s compliance, as soon as possible, when there is no further risk. [L] [SEP]

In cases where positive handling is used, parents or carers will be informed at the earliest possible opportunity. [L] [SEP] If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural support plan, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from the school pastoral team or other services, such as BOSS Behaviour Outreach Support Service).

All handling incidents must be recorded on CPoMs, using the following form, accessed via the CPoMs library:

Page 1: Positive handling form

Page 2: Child's view – post incident

- Relevant staff will be alerted via CPoMs
- Parents/carers will be informed on the day of the incident.

All incidents will be recorded immediately on the Positive Handling Form, providing essential and accurate information. The views of the child will be sought and recorded on page 2 of the form; the child will be supported by an adult who did not participate in the positive handling.

Once both sections are completed, a copy of the form will be uploaded on to CPoMs, and a hard copy placed in the child's central file, in order to inform individual and school risk assessments. ^[1]_[SEP]

See also:

- Anti-bullying policy