



**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**

**Accepted by Governors: December 2023**

**Last update 5<sup>th</sup> February, 2024**

**Date of Next Review (2 years): November 2025**

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.

We have twelve Christian values to underpin our Church School ethos, which everyone in the school aims to adhere to. Each one of the following values are focused for one term over a two-year period:

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

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

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 - with reasonable adjustments for SEND pupils.
- We encourage, model and expect respectful behaviour from all members of Bishop King School.
- Annual training on behaviour management for all staff.
- All new staff will receive training on the behaviour policy as part of their induction.

## **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
- Discourage pupils from bringing personal items into school
- Ensure your child has school uniform: <https://www.bishopking.org.uk/Uniform.asp>

### **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.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Always wear appropriate school uniform
- Hand in mobile phones on entry to school (Y6 only)

## **Management of pupils' personal belongings brought into school**

- Y6 pupils are permitted to bring mobile phones to school if they walk to, or from, school alone; this is usually during the summer term. Pupils should hand in their mobile phones at the front office at the start of the day, and collect their phone from the office at the end of the day.
- Any personal items, including toys, personal items or devices, brought into school by pupils should be handed to an adult at the start of the school day for safe keeping. This will ensure the items are not a distraction to the pupil's learning, and will negate any concerns regarding safety and security.
- Parents should discourage pupils from bringing personal items into school.
- Where pupils bring in items from home, including toys, personal items or devices, but do not hand them to class teachers or the front office, those items will be removed by adults in school. The item(s) can be collected by the pupil's parent/carer from the class teacher or the front office at the end of the day.

## **Implementation of Behaviour Policy in the Early Years**

### **Nursery class:**

Verbal praise and incentive stickers are used to acknowledge positive behaviour. If a child displays negative behaviour, they will be expected to sit on the red 'time out' cushion for a short period (using an egg timer), followed by a restorative conversation with the child.

### **Reception classes:**

Verbal praise and incentive stickers are used to acknowledge positive behaviour. If a child displays negative behaviour, they will be expected to sit on the red 'time out' cushion for a short period (using an egg timer), followed by a restorative conversation with the child.

To support transition to Year One, the school's behaviour chart will be introduced at the beginning of Summer term - see '*The Behaviour System*' below.

## **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
- End of year awards ceremony

## 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.	
<ul style="list-style-type: none"> <li>Listening</li> <li>Respecting equipment</li> <li>Extending work independently</li> <li>Helping</li> <li>Working hard</li> <li>Respectful</li> <li>Kind to others</li> <li>Lining up on time</li> <li>Politeness</li> <li>Demonstrating our church school values</li> </ul>	<ul style="list-style-type: none"> <li>All children start each school day on green.</li> <li>This behaviour should be reinforced with positive praise by adults in the classroom; being explicit about behaviours.</li> </ul>
<ul style="list-style-type: none"> <li>Not following class management rules eg tidying up, refusal in the first instance, telling tales unnecessarily</li> <li>Not sharing</li> <li>Ignoring adults' reasonable requests</li> <li>Talking at an inappropriate time</li> <li>Disrespectful to others eg spoiling their game or work</li> <li>Lying if truth is immediate</li> <li>Shouting out</li> <li>Inappropriate noises</li> <li>Damaging property</li> <li>Making fun/taunting/teasing</li> <li>Sitting unsafely</li> <li>Running in corridors</li> <li>Not trying their best</li> </ul>	<ul style="list-style-type: none"> <li>Children will receive a yellow warning card if they demonstrate yellow behaviour.</li> <li>If this behaviour continues, they will be given a second warning card.</li> <li>If the yellow behaviour continues, the child will be moved to yellow on the chart.</li> <li>Children can turn their behaviour around to green behaviour, and return to green on the chart.</li> <li><b>Children on yellow by morning playtime, should have a 'check in' time in the classroom.</b></li> <li>If a child is on yellow on the chart, and this behaviour continues, a red card is issued.</li> </ul>
<ul style="list-style-type: none"> <li>Bullying</li> <li>Physical violence eg spitting, kicking, punching or scratching</li> <li>Fighting</li> <li>Swearing</li> <li>Spitting</li> <li>Defiance</li> <li>Rudeness to other children</li> <li>Rudeness to adults</li> <li>Leaving the classroom without permission</li> <li>Deliberate damage to school or personal property and resources</li> <li>Proven stealing</li> <li>Witnessed racist incidents</li> <li>Persistent lying</li> <li>Sexual harassment</li> <li>Refusing to wear school uniform</li> <li>Cyber activities - any online communication that causes harm or distress to other persons</li> </ul>	<ul style="list-style-type: none"> <li>A red card is issued immediately when a child demonstrates any red behaviour.</li> <li>All children in Year 1 – 6, MUST attend 'Listening, linking and learning' at lunchtime, if issued with a red card, and work with the pastoral team, and peer mentors, on feelings and behaviour.</li> <li>A decision will be made as to whether the child is also to be temporarily banned from after-school clubs and breakfast club</li> <li>After lunchtime, and when 'Listening, Linking and Learning' has been attended, children to move back to green on the behaviour chart.</li> <li>FS2 children: if issued with a red card, consequences will be immediate and children will have a 'time out'.</li> <li>For children who demonstrate continued red behaviour, strategies for teachers are to: <ul style="list-style-type: none"> <li>Move child away from other children</li> <li>Move to an isolated table</li> <li>Give a clear warning before the child is sent to a partner classroom.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>Refusing to work during class time</li> </ul>	<p>Pupils will have the opportunity to complete their work during break times. Where pupils still refuse to work, they may be detained after school, and parents will be contacted. Parents will need to collect their child at an agreed time, e.g. 4.30 pm.</p>
<p>Persistent disruption of own learning and that of others after being on red could result in isolation within school, supervised by an adult; this will avoid suspension or exclusion Continued unacceptable behaviour to be addressed by SMT or SLT</p>	
<p>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.</p>	
<p>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. Parents will be informed that their child is at risk of exclusion, and what this entails.</p>	
<p>If behaviour still continues repeatedly, a member of SLT will meet with the child, parent/carer, SENCo and the class teacher (with a warning about moving the child on to the 'behaviour ladder'), when a behaviour agreement will be drawn up between school and the pupil; this could include any of the following:</p> <ul style="list-style-type: none"> <li>Pastoral Support Plan (PSP)</li> <li>Safety plan</li> <li>Daily behaviour record</li> </ul> <p>A fixed term exclusion will be considered following any further 'red' incidents. A permanent exclusion will be considered in the most serious of circumstances</p>	
<p>Referral to SENDCO for initiation of behaviour ladder process.</p>	

- Where a non-curricular activity has been organised for a group of pupils, e.g. a pantomime or a party, pupils will be reminded beforehand that 'red' behaviour may result in them not being invited to take part. Any pupils not invited will be provided with alternative activities in school.
- Where a pupil's behaviour is creating a concern, and it is considered unsafe to take them on a specific school visit, a written or verbal risk assessment will be carried out with one of the following outcomes:
  - additional support will be provided to enable the pupil to take part in the school visit, or
  - even with additional support, it is still deemed unsafe, therefore, the pupil will not take part in the visit, and will be provided with alternative provision on the school site.

## **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 Legal Framework, Section 93 of the Education & Inspections Act 2006 which 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:*

- *Causing injury to his/herself or others;*
- *Committing an offence;*
- *Damaging property;*
- *Prejudicing the maintenance of good order & discipline.'*

All teachers and some support staff, at Bishop King, have engaged in 'Team Teach' training to support them when de-escalating situations. Where de-escalation is unsuccessful, only these members of staff may use appropriate holds that have been learnt, and practiced, at the Team Teach training.

When physical handling of a child becomes necessary, adults will:

- tell the pupil what they are doing and why;
- use the minimum force necessary;
- maintain the safety and dignity of all concerned
- involve another member of staff, whenever possible;
- tell the pupil what s/he must do for the adult to remove the hold (this may need frequent repetition);
- use simple and clear language;
- relax their hold in response to the pupil's compliance, as soon as possible, when there is no further risk.

In cases where positive handling is used, the parent/carers will be informed on the same day, usually at the end of the day when handing over the child.

If the behaviour is part of an ongoing pattern, a behavioural support plan will be drawn up, which may include an anger management programme, or other strategies as agreed by the SENCO and headteacher. This may require additional support from the school pastoral team and BOSS (Behaviour Outreach Support Service).

All handling incidents must be recorded, on the day of the handling, on page 1 of the Positive Handling Form. The views of the child must be sought, and recorded on page 2 of the form, by an adult who did not participate in the positive handling. Once both sections of the positive handling form are complete:

- a copy will be uploaded on to CPoMs
- relevant staff will be alerted via CPoMs
- parent/carers will be informed on the day of the incident, and be given a copy of the completed form - minimum page 1. (Page 2 may not be completed until the next day, depending on the child's emotional state at that time.

**Links with Other Policies:**

- Anti-bullying policy
- Equality Information and Objectives
- Equality Act 2010
- SEND policy
- Safeguarding policy
- Mobile phone policy (Online safety policy will replace this from February 2024)