



# Bishop Bridgeman Church of England Primary School

## Behaviour, Discipline and Bullying Policy

This policy reflects the school's values and philosophy in relation to behaviour in school. It sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on what is acceptable behaviour and how to deal with behaviour problems.

The policy is based on the premise that good behaviour and positive discipline is essential for effective teaching and learning. A good working atmosphere inside the classroom, together with sensible, thoughtful and considerate behaviour both inside and outside the school, should provide opportunities for quality learning experiences and lead to a happy caring atmosphere.

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### **AIMS**

- To promote a caring atmosphere in which all children may thrive and reach their full potential in a happy and secure environment.
- To encourage and reward positive behaviour and discourage unacceptable behaviour.
- To promote respect for others and develop a caring ethos within the school family.
- To develop a moral code which includes concern for others, self-discipline, self-respect and the basic virtues of honesty, fairness and politeness.
- To develop a sense of identity and feeling of pride in themselves and the school.
- To promote self-esteem and self-confidence and develop a sense of personal responsibility.
- To develop the Christian understanding of forgiveness and reconciliation.

### **OUR CODE OF GOOD PRACTICE**

- The School's Code of Behaviour needs to be clearly understood; it is the result of consultation with children, teachers, parents and governors.
- We need to remember that 'Prevention is Better than Cure'. Children need to know that they are being supervised and monitored.
- It is important to look for the reason for unacceptable behaviour. Pastoral support is used to try to prevent poor behaviour.
- In all disciplinary actions it is essential that the child understands fully that it is the behaviour which is not acceptable and not the child as a person.
- All Staff need to be seen as good role models; In all our dealings with children we will seek:
- to avoid confrontation by listening, establishing facts, judging only when certain and using sanctions sparingly;
- to do all we can to use good humour, keep calm, listen, be positive, know our children and be consistent.

# **THE SCHOOL CODE OF BEHAVIOUR**

**Our CODE OF BEHAVIOUR amounts to a small number of simple rules;**

1. We always move around the school in a quiet and gentle manner.
2. We never throw or kick anything that might put someone else in danger, or become involved in rough or violent behaviour.
3. We do not touch other people's property without their permission.
4. We only go out of the school building or grounds during the day with permission.
5. We do not eat chewing gum in school.
6. We aim not to wear jewellery, or bring valuables to school.
7. We aim to be smart in appearance at all times, wearing full school uniform.
8. We aim to be punctual.
9. We always behave as well out of school on trips etc. as we do in school.

Our rules are discussed and reviewed on a two year programme with the School Council, which acts as the "voice" of the children within our school

## **STRATEGIES TO ACHIEVE OUR AIMS**

### **1. EFFECTIVE CLASSROOM MANAGEMENT AND ORGANISATION**

We accept that where classroom teaching and organisation are good, there will be fewer disciplinary problems. Children need a calm and purposeful classroom atmosphere.

Evidence also shows that an effective curriculum, appropriately differentiated to stimulate and engage children, is a key factor in motivating them and maintaining an orderly learning environment. Discipline is most effective when teachers can be constructive and positive and when they are specific about what behaviour is expected and what is unacceptable. Children are likely to behave better when they feel responsible for their learning and capable of success. Children will have, displayed, a set of clear targets, at the start of each year and these targets will be shared and discussed with parents at the first available Parents Evening.

With this in mind, the following strategies will be used:

- Clear procedures will be set for participation in lessons, movement in class, the way work is presented and what should be done when tasks are complete.
- Explanations will be clear and instructions given so that activities run smoothly. Work requirements for the children will be understood and progress monitored.
- Unacceptable behaviour will be handled quickly and calmly so that the pace of a lesson is not lost and further disruption is minimised.
- Work will be set which is appropriate to pupil's abilities.
- Clear goals are set for each work activity and all children understand them before an activity begins.
- Lessons should start and end on time. Classrooms will be arranged to ensure effective teaching and learning.
- External interruptions will be minimised.
- All necessary materials and equipment for a given activity need to be readily available for use.

### **2. CLOSE CO-OPERATION AND PARTNERSHIP WITH PARENTS**

We believe that parents have a vital role in supporting the school behaviour policy and fostering good behaviour and that an active partnership between parents and the school offers mutual benefits.

We hope that parents will co-operate with the school in matters of discipline and reinforce the school's efforts at home. We will try to encourage parents to ensure that their children take their school work seriously and would ask them to actively encourage and reward progress. Parents are asked to complete a "Home-School Contract" which refers them to the school's Behaviour policy.

Good behaviour, as well as unacceptable behaviour, will be drawn to a parent's attention and early notice given of particular difficulties with an individual child. Parents will be told of the relative seriousness of the behaviour and offered an early opportunity to discuss the matter.

Parents are asked to inform us of any circumstances outside school that may effect their child's behaviour in school. Such information will always be dealt with sensitively and in strictest confidence.

Copies of this policy are made available to all parents on request.

### **3. PROVISION OF A RANGE OF EXTRA-CURRICULAR ACTIVITIES**

We believe that a wide range of extra curricular activities, both in school time and outside of school time, will help to foster self-discipline and self-motivation and thereby have a positive effect on overall behaviour and discipline.

Obviously, the activities on offer at any one time will depend on the staffing available and their own strengths and interests. At the present time we offer a range of extra curricular activities.

### **4. INVOLVEMENT WITH EXTERNAL AGENCIES**

We believe that such agencies as the Education Welfare Service, Psychology Service, Police, Community Medical Services, Social Services can from time to time make a valuable contribution to the implementation of the Behaviour Policy and they will be encouraged and welcomed to be an active part of our pastoral team.

## **HOW WE ENCOURAGE GOOD BEHAVIOUR**

### **Smileys**

Bishop Bridgeman has adopted a whole school consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Smileys are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This

reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

The reward system is graded as follows:-

Number of Smileys	Action
1	Recorded on class chart
10	Teacher commendation: (recorded on individual achievement card)
100	Team Leader commendation: Bronze Award (presented by Team Leader)
200	Headteacher commendation: Silver award (presented by Headteacher)
300	School commendation: Gold award (in front of whole school)

Children should aim to achieve Bronze Award by the end of the autumn term, a Silver during the spring and a Gold by the end of the year. Children achieving awards within this timeframe also receive a letter home informing parents of how well they are doing at school.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including:

- Class party
- Class disco
- DVD etc.

Parents will be informed when children achieve their bronze, silver and gold awards. A letter will be sent home.

Parents will be invited to assembly when children receive their gold award.

Teachers are also encouraged to develop their own individual reward systems in class. The following may be seen within school:

- Effort charts
- Positive letters home; praise pads and certificates
- Table points
- Caring and sharing awards
- Special responsibilities;
- Merit awards and prize systems
- Visit to the Head Teacher

We like to recognise the good behaviour of whole classes by:

- Giving extra playtime;
- Hearing about their good behaviour in assemblies
- Credits are awarded to classes and each week the class with the most credits is awarded the Class of Excellence Trophy in our Friday celebration assembly.

## **HOW WE PREVENT INAPPROPRIATE BEHAVIOUR**

Occasionally children forget about our aims for good behaviour and exhibit unacceptable behaviour e.g. dangerous play; answering back.

### **We try to prevent this from happening by:**

- reminding children how to behave properly;
- praising children for behaving well;

However, sometimes this is not enough and further action needs to be taken.

To prevent persistent misbehaviour. This is dealt with by following the Discipline behaviour ladder (Appendix 1).

## **OUR POLICY STATEMENT ON BULLYING**

Definition of Bullying, as defined by the School Council, Teachers, Parents and Governors:

We consider bullying to be the wilful and conscious desire to hurt, threaten or frighten someone. It is the systematic use of power: verbally, physically and psychologically. We feel bullying may be a single serious act or prolonged acts aimed at intimidating individuals or groups.

### **OUR ATTITUDE TOWARDS BULLYING**

In all aspects of Bullying the principles and philosophy of the Behaviour Policy apply. However, we will not tolerate bullying in any form and will treat each incident with the utmost seriousness. Both victims and bullies are damaged by bullying because it affects performance, confidence and well-being during their time at school and in later life.

Bullying will be raised as an issue in class and in assembly in order to heighten the awareness of children to it and to give them confidence to speak out. We believe that children need an atmosphere of openness and trust and to know that their reports will be taken seriously.

### **RESPONSIBILITIES**

Everyone connected with the school has a share in the responsibility for addressing Bullying behaviour. This includes all staff involved with children, Governors, parents and guardians, and the children themselves.

Children need to know that bullying will not be tolerated in our school and that any incidents, which are observed or reported, will be dealt with.

### **OUR CODE OF PRACTICE**

1. Reports of Bullying will be taken seriously.
2. Disapproval will be directed at the behaviour and not the child.
3. Any action will be explained to the parties involved.
4. All parties involved with an incident will be interviewed by a member of the Senior Management team.

5. Incidents, which are deemed by the school's definition to be bullying, will be recorded.
6. If a child has his/her name recorded for bullying then parents are informed by letter or in person and the incident will be treated as Serious, with a series of 3 sanctions. will be dealt with

Both these Policy Statements are written for all who come into contact with pupils at our school. Copies of the policy are available from the head teacher. All teaching and no-teaching staff will be issued with a copy and all other adults who from time to time come into contact with the children will be made aware of its existence and invited to familiarise themselves with it's contents. Parents will be given an abridged copy of the policy by letter.

The Policy Statements are issued by the Governing Body on behalf of the School and they will be reviewed by the whole staff and the Governing Body in its cycle of policy reviews.

**Reviewed: 7<sup>th</sup> September 2016**

**Next Review: September 2017**

**Head / Deputy Involvement**

(Final stage of the ladder – Parents invited into school)

**Behaviour Report**

(Child sent to Mrs N Patel/Mrs V Patel)

**SLT Involvement**

(Completion of BB Behaviour Log)  
EYFS child sent to Miss Martland  
KS1 child sent to Mrs Gough  
KS2 child sent to Mr McPhail

**Change Location**

(Child sent to the year above teacher. The child must explain why they are there and then they spend the appropriate time in the time out area.)

**Loss of privilege**

(No playtime – children stay in their own classroom and write or draw the unacceptable behaviour – Bin the Behaviour)

**Assertive Mentoring Traffic Lights**

Consequence (Time out in class)  
Inform Parents Verbally

**Assertive Mentoring Traffic Lights  
WARNING**



Good to be Green



Warning



Consequence – Time Out



## Letterhead

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

Dear Parent/Guardian,

Your child \_\_\_\_\_ was brought to me today because their teacher was unhappy about their behaviour/ standard of work.

I have enclosed a copy of the report from our school behaviour log, please will you discuss this report with your child and make it clear to your child that you support us in our efforts to make school a happy and safe place for learning.

If you wish to discuss this letter and the attached behaviour log further, please contact school to make an appointment.

Thank you.

Yours sincerely

Member of the School Leadership Team.

\_\_\_\_\_  
Name of Child \_\_\_\_\_ Class: \_\_\_\_\_

I have received your letter concerning my child's behaviour.  
I support you in your wish to make school a place for learning.

Signed \_\_\_\_\_ (Parent/ guardian)

Letterhead

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

Dear Parent/Guardian,

Your child \_\_\_\_\_ was brought to me today because their behaviour/ standard of work is not improving. Due to this they have been placed on the Bishop Bridgeman Behaviour Report. Being on this report means that their behaviour will be monitored by all staff throughout the day and they will need to report to a me at the end of every school day, in order for me to check their behaviour. This intense tracking of behaviour will last for a minimum of one week. I would appreciate your support in this matter and ask that you will also discuss and sign the behaviour report with your child.

If you wish to discuss this matter further, please contact school to make an appointment.

Thank you.

Yours sincerely

Mrs H Hafeji

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Name of Child \_\_\_\_\_ Class: \_\_\_\_\_

I have received your letter concerning my child being placed on the Bishop Bridgeman Behaviour Report.

I support you in your wish to make school a place for learning.

Signed \_\_\_\_\_ (Parent/ guardian)