



Bentley Heath Church of
England Primary School
ACADEMY

Behaviour & Anti-bullying Policy

July 2018

Amended May 2020

Coronavirus Guidance

At a time of wider opening from 1 June 2020, the DFE guidance below will enable Bentley Heath Church of England Primary to continue to deliver the Behaviour Policy.

[Planning guide for primary schools Updated 25 May 2020](#)

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings Updated 12 May 2020](#)

In line with the Dfe guidance the following amendments have been included in this policy:

- The school rules will include a set of COVID Rules (See Appendix A)
- Changes to the responses to Red section of the Zone board. (This ensures that children will not be mixing with other groups of children.) (See Appendix B)
- If the COVID rules are not being followed this will be a Level 3 serious incident as the child's actions compromise the safety of themselves and others. Further actions will continue to follow the existing policy guidance.

BEHAVIOUR & ANTI-BULLYING POLICY

Bentley Heath Church of England Primary School

Rooted in Jesus, and fruitful in mission and service

Bentley Heath Church of England Primary School has a living Christian foundation following the teaching of Jesus, whereby we seek for everyone in our School community to be Rooted and Fruitful in Him. We live out this faith by following Jesus' command to: **"Love one another** as I have loved you." (John 15:12)

Rationale

At Bentley Heath C of E Primary School good behaviour underpins the ethos of our school. Tom Bennett, recently appointed by the Government to provide advice to manage behaviour states that "Knowing how to run a room, to design an environment that promotes thought, collaboration and focus, should be one of the uppermost aims of any educator" (June /15) Following concerns raised by Ofsted to avoid the impact of low level disruption Tom Bennett has been appointed to offer practical advice to teachers. "Parents and children deserve safe, calm learning spaces, and teachers deserve to be equipped with sensible strategies that maximise learning, safety and flourishing." (June /15)

School Aims

- To ensure a positive, calm and purposeful atmosphere within a Church of England ethos, where all pupils feel safe and valued.
- To provide an environment in which all pupils can learn, completing assigned work through a broad, balanced and relevant curriculum.
- To encourage relationships based on mutual respect, that prevent bullying and develop consideration for others whilst demonstrating respect for the school environment, their property and that of the school.
- To help children to take responsibility for their own behaviour, through the ability to assess and manage risk appropriately.
- To understand the importance of good mental health and emotional well-being.
- To build on and foster the close links which exist between the school and the parents, the Church and the wider community.

The policy has been developed through consultation with staff, Governors, parents and pupils.

"A good school behaviour policy, agreed and communicated to all staff, governors, pupils, parents and carers, consistently applied, is the basis of an effective approach to managing behaviour." (House of Commons Education Committee – Report published Feb/11)

The following documents have been consulted and used to ensure that the Behaviour Policy is robust and complies with the current guidance provided by

the Department for Education. ***Behaviour and Discipline in Schools Advice for headteachers and school staff (2016)***

- a. Screening and searching pupils – School staff will comply with ***Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (Feb 2014)***
- b. The use of reasonable force or make other physical contact – School staff will comply with ***Use of Reasonable Force advice for head teachers, staff and governing bodies (2013)***
- c. The power to discipline beyond the school gate – guidance included within ***Behaviour and Discipline in Schools (2016)*** will be followed
- d. Pastoral care for school staff accused of misconduct – guidance included in ***Dealing with Allegations of Abuse Against Teachers and other Staff (Oct 2012)***
- e. Monitoring the Mental Health and Well-being of Pupils – ***Mental Health Behaviour in Schools (March 2015)***
- f. When a multi-agency assessment should be considered for pupils who display repeated behaviour that causes concern – the school will work with parents to use the Early Help Engagement Tool in order to ensure that all areas of support are provided

It is important to acknowledge that this policy should also be read in conjunction with both the Teaching and Learning Policy and the Policy for Special Educational Needs.

“We heard that pupils who are positively engaged in learning are less likely to have behaviour problems.” (House of Commons Education Committee – Report published Feb/11)

Rights and Responsibilities

Tom Bennett states:

“Whatever your role is in school, remember that you have every right to be treated with dignity and pupils have every right to be treated with dignity. We all have every right to work and learn in a safe, ordered environment based on civility, respect and shared interests and values.”

Rights For pupils

To learn

To feel safe

To be treated fairly and with respect

To be free from discrimination

Responsibilities of pupils

To treat others with consideration and respect

To listen when it is others turn to talk

To follow instructions from teachers and other staff

To ask for help when needed

To do your best and let others learn

Rights of staff

- To teach
- To feel safe
- To be treated with respect by pupils, parents and colleagues
- To be free from discrimination

Responsibilities of staff

- To create a safe and stimulating environment in which the pupils can learn
- To treat pupils with consistency and respect at all times
- To communicate regularly with parents
- To apply this policy consistently
- To comply with section 7 Teacher Standards (2012)

Rights of parent

- To know that their children are treated fairly and with respect
- To know their children are free from discrimination
- To know that their children are safe
- To communicate with staff

Responsibilities of parents

- To get our children to school on time, ready to work
- To talk to our children about the things they learn in school
- To communicate regularly with staff

Responsibilities of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Responsibilities of the Headteacher

It is the responsibility of the Headteacher, *under the School Standards and Framework Act 1998*, to implement the School Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school, including their emotional well-being and good mental health.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting the staff in the implementation of the policy.

COVID Rules

1. I can follow instructions to wash my hands
2. I can stay with the children in my 'bubble'
3. I can use 'catch it, bin it, kill it' if I sneeze
4. I can ask an adult if I need to use the toilets where only 2 children are allowed at a time
5. I will only play with children in my bubble at break times
6. I will only use my own drink bottle
7. I will tell an adult if I feel unwell

School Rules

1. Follow instructions from all adults in school
2. Be safe in school (never be physically aggressive)
3. Listen to others and speak as you would like them to speak to you
4. Persevere to achieve your best
5. Take care of the school environment and the property within it

These rules are given a high profile around the school. Each class has their own classroom rules, negotiated with the pupils, and these are displayed in each classroom at the front of the room.

Class teachers may negotiate a class incentive / reward system for their own classes to run in conjunction with class rules. Eg one marble put in a jar when whole class or an individual behaves positively. When the jar is full the class gets the negotiated reward

Procedures

Rewards

Rewards used in school include:

- Thumbs up
- Smile
- Well done clap
- Verbal praise
- Sharing success with another adult
- Key Stage 1 and Key Stage 2 Wonderful Writing and Marvellous Maths Displays
- Bentley Bear (awarded weekly recognition of good behaviour and attitude in Year 1)
- Travelling Ted (awarded weekly recognition of good behaviour and attitude in Reception)
- Head teacher award
- Feedback to parents – home-school diary
- Postcard / letter home
- Merit marks
- ACE – Always Child who is an Example to everyone – voted for by the

children in each class, every term. A certificate will be presented by the Headteacher and displayed at the end of each term and recorded in the school newsletter.

Leading to:

Golden Time for Key Stage 1- taking place weekly for following class rules and expectations

Merit mark certificates earned throughout the school

Bronze, silver and gold certificates are celebrated in dedicated Key stage assemblies held weekly

Reception

15 = bronze
30 = silver
45 = gold
60 = sapphire
75 = emerald
90 = ruby
100 = diamond

Key Stage 1

20 = Smiley face
40 = bronze
70 = silver
100 = gold

Key Stage 2

40 = bronze
70 = silver
100 = gold

Badges in a series of colours

A badge will be presented following each gold certificate (3 colours to represent hierarchy - blue, green, yellow,)

Star of the Week

One child from each class receives a certificate presented by the Headteacher. Names are included in newsletter and certificates displayed in the entrance hall.

Merit marks for Houses

Weekly totals announced in assembly with Merit mark ladders displayed in the hall

Sanctions

Examples of inappropriate behaviour are included in the table below ensuring a consistency in implementing appropriate sanctions:

Level 1	Level 2	Level 3
Teasing	Persistent level 1 behaviours	Refusing to follow COVID Rules
Tapping pencils	Shouting out	Persistent level 2 behaviours
Interrupting the teacher	Lying	Fighting
Attention seeking	Answering back	Swearing
Avoiding work	Preventing others from working	Racial abuse
Telling tales	Inappropriate applause or booing	Derogatory language
Swinging - rocking on chairs	Running in corridors during unstructured times	Stealing
Failing to say please / thank you	Pushing and barging	Physical abuse
	Creating a mess in the toilets	Verbal abuse
	Whistling	Peer-on-Peer abuse
		Throwing things
		Refusing to follow instructions (defiance)
		Going anywhere without permission
		Intentionally damaging property in school

Strategies and sanctions used throughout the school for inappropriate behaviour:

Verbal warning / reminders
 Move within class
 Thinking sheet
 Model good behaviour
 Proximity praise
 Incident book

Talk to parents

Key Stage 1 - Zone Board displaying hierarchy of sanctions

Key Stage 2 – Zone Board displaying hierarchy of sanctions

Key Stage 1,2 and Playground Hierarchy for Sanctions

See Appendix 1 and 2

Following severe behaviour being recorded, the Headteacher and parents may be informed and a sanction will be decided by senior leaders.

At any time, a serious incident (level 3) can result in moving immediately to the red zone.

A Red triangle is available in all classrooms to access further adult support

COVID Amendment

A serious incident (level 3) involving COVID Rules not being followed will result in moving immediately to the red zone

A walkie-talkie will be available in every Bubble classroom to access SLT support

Exclusions

The school will refer to and comply with ***“Exclusion from Maintained Schools, Academies and PRUs in England.”***

A pupil may be excluded for a fixed-term period for:

- Repeated level 3 behaviour
- A serious violation of acceptable behaviour
- Repeated refusal to conform to the requirements of this behaviour policy
- Persistent behaviour detrimental to the learning or well-being of others

In circumstances deemed necessary by the Headteacher, any of the above forms of misbehaviour could result in a permanent exclusion.

Anti-Bullying

In order to prevent and respond to bullying Bentley Heath C of E Primary complies with **The Equality Act 2010** including the **Equality Duty**. We also acknowledge that under the **Children Act 1989** where there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm’ a bullying incident should be addressed as a child protection concern. The school will regularly update its approach to take account of new technologies such as mobile phones and all forms of ‘virtual’ bullying, and understand the implications of offences under **The Malicious Communication Act 1998**.

Following the guidance **Preventing and Tackling Bullying 2014** Bentley Heath C of E Primary School actively works to develop strategies to prevent bullying occurring in the first place by creating an ethos of good behaviour where pupils treat one another and the school staff with respect and free from discrimination because they know that is the right way to behave. This will include understanding the issues of difference including sexual orientation and gender identity through whole class assemblies, visiting speakers, KiVa Activities, PSHE activities, in class work, around school and in the playground. A clear understanding of how our actions affect others permeates the whole school environment and is reinforced by staff that set a good example to the rest.

The school supports the Department for Education definition that states:

“Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Through the introduction of the KiVa programme pupils will be taught to recognise and understand possible bullying incidents including peer-on-peer abuse. Pupils will understand their roles and responsibilities to ensure that all concerns will be investigated. The KiVa programme provides a common language and understanding to reduce the number of bullying incidents. KiVa has been shown to reduce bullying and to increase well-being at school.

The KiVa goals are to:

- To reduce bullying
- To prevent new bullying incidents from occurring
- To minimize the negative effects caused by bullying

The programme provides a graduated approach to investigation and monitoring.

Support for pupils who are known to bully others may include:

- Outside agency support such as SISS SEMH and ASD team
- Individual Education Plan or Needs Based Plan (supported by SEMH and ASD team)

Bullying can take place anywhere in school, and we expect all pupils to promote

the culture of private reporting. If we don't know we can't act.

Parental Role

At Bentley Heath C of E Primary we value the importance placed on securing parental engagement in all areas of their child's learning and development, so that children receive consistent messages about how to behave at home and at school.

All approaches regarding bullying or other behavioural issues should be made directly and privately to staff in school. We will listen calmly and sensitively, and would expect parents to adopt the same approach in the interests of courtesy, clarity, understanding and progress.

Any significant behaviour related letters to parents will be copied to the Chair of the Governing Body. Any pupil whose behaviour is a significant cause for concern will be referred to the Pupil Discipline Committee of the Governing Body.

If the school has to use reasonable sanctions to address serious incidents, parents should support the actions of the school.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour including incidents that occur at break or lunchtimes. The classteacher monitors minor incidents. The Headteacher and phase leaders record those incidents where a child is sent to them following the stages identified in the policy or serious incidents of inappropriate behaviour.

Monitoring of these records by the Assistant Head for Inclusion may lead to further meetings with parents to discuss an Individual Education plan being drawn up to support identified behaviour difficulties.

The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of fixed and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Implementation of the policy will be monitored by the Headteacher and the Senior Leadership team.

Policy agreed - July 2018

Policy to be reviewed – July 2021

COVID Rules



COVID Rules

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2. I can stay with children in my 'bubble'.
3. I can use 'catch it, bin it, kill it,' if I sneeze.
4. I can ask an adult if I need to use the toilets where only 2 children are allowed at a time.
5. I will only play with children in my bubble at break times.
6. I will only use my own drink bottle.
7. I will tell an adult if I feel unwell.

COVID Zone Board

All pupils are on green at the start of the day.

You are working well and following instructions.

If you choose to not follow instructions you will be given 3 reminders.

If you still choose not to follow instructions you will move to amber.

If you follow instructions you will return to green.

If you choose not follow instructions you will be given 3 reminders with a graduated response through amber and be asked to move away from others.

If you still choose to not follow instructions you will move to red.

I will wait with another adult for a few minutes to understand the mistake I have made and the rule I must follow to stay safe.

I will rejoin my 'bubble'

I will return to green

Key Stage 1

All pupils are on green at the start of the day.

You are working well and following instructions.

If you choose to not follow instructions you will be given 3 reminders.

If you still choose not to follow instructions you will move to amber.

If you follow instructions you will return to green.

If you choose not follow instructions you will be given 3 reminders with a graduated response through amber and be asked to move away from others.

If you still choose to not follow instructions you will move to red.

You will move to another class for between 5 and 10 minutes to continue with your work.

If you follow instructions you will return to class and start again on green

If you have still not followed instructions and reach a second red you will go to an Assistant Head where the incident will be recorded.

Key Stage 2

All pupils are on green at the start of the day.

You are working well and following instructions.

If you choose to not follow instructions you will be given 3 reminders.

If you still choose not to follow instructions you will move to amber.

You will be asked to sit quietly in the classroom away from others

If you follow instructions you will return to green.

If you choose not follow instructions you will be given 3 reminders.

If you still choose to not follow instructions you will move to red.

You will move to another class for between 5 and 10 minutes to continue with your work.

If you follow instructions you will return to class and start again on green

If you have still not followed instructions you will go to an Assistant Head where the incident will be recorded.

Playground

All pupils are on green at the start of the day.

You are playing well and following instructions.

If you choose to not follow instructions you will be given 3 reminders.

If you still choose to not follow instructions you will move to amber.

If you follow instructions you will return to green.

**If you choose not follow instructions you will be given 3 reminders
Then a time out away from others or be asked to stay with an adult**

If you still choose to not follow instructions you will move to red.

You will see an Assistant Head teacher or Head teacher

The incident will be recorded and consequences discussed