

Bledlow Ridge School



Behaviour Policy

Date agreed: September 2023

Review date: September 2024

This policy should be considered along with the Child-on-Child Abuse Policy, Antibullying Policy, Child Protection Policy and the Exclusion Policy.

Purpose

There is an important need for all concerned with the school to work in the confidence that we share a common perspective. We aim to develop each child to his or her highest potential in all ways ensuring that basic skills are acquired. These skills include Numeracy, Literacy, practical and physical skills relevant to life and an ability to work and socialise freely with others. We also aim to develop a feeling of self-worth and an ability to see values in others. We want our school to be a place which pupils wish to attend - a happy and an interesting learning environment.

We aim to provide a stimulating environment where the teaching is well planned, organised and delivered, and where it shows clear progression, thereby enabling each child to succeed and become self-motivated and independent. We give opportunities for pupils to show initiative and learn to take responsibility for their decisions and actions, to develop good relationships based on trust, mutual respect, consistency, fairness, praise and encouragement in all areas of school life.

In considering how we can help more of our pupils succeed more often, thereby achieving our aims and objectives, the staff and governors have adopted a positive approach to behaviour.

We believe that pupils learn best and behave best when:

- they know what is expected of them
- they are positively encouraged to learn and behave well, and have ample opportunity for success they are fairly, appropriately and consistently treated

Consistency between staff and pupils and among staff is essential in creating a climate in which good work and behaviour is the norm.

As pupils, you can expect to:

- be treated with respect
- have your views and opinions listened to
- be given responsibility for your own learning and actions wherever possible
- be taught and cared for by a committed and professional staff
- to help us give you the best education we can, we need you to co-operate with us in the following ways.

As a pupil, you have responsibilities in lessons and around the school. In lessons, you must make sure that you:

- respect the right of other people to work
- listen quietly and carefully
- value the views and opinions of others
- contribute constructively to the activities you take part in
- make it as easy as possible for everyone to learn and for teachers to teach
- take pride in the things you do well

Around the school you must make sure that you:

- respect and care for the school and the school environment
- help to make the classroom a nice, friendly working place
- behave with politeness and respect towards others
- take care of your uniform and appearance

- are welcoming to visitors.

For the school to achieve its aims, for the benefit of all pupils, it is important for the school and home to work together. Parents and guardians have an important role to play in the school community.

As parents you can expect to be:

- made welcome when you visit the school
- kept informed of your child's progress, and can discuss this with your child's teacher
- advised on the relevant support the school can offer if your child has special educational needs or is experiencing difficulties
- involved in the process of helping your child develop to his or her full potential

As parents you have a major contribution to make in helping the school achieve its aims by:

- encouraging your child to take a positive and full part in school activities
- explaining the need for punctuality and full attendance as continuity is so important in education
- encouraging good relationships with other members of the school
- promoting an attitude of respect for the school environment and for books and equipment
- supporting the school over appropriate disciplinary procedures so that all pupils benefit from a
- consistent approach

Bledlow Ridge School has a caring and professional staff. As members of the staff, both teaching and non-teaching, you are aware of the contribution you can make at all levels to the success of the school community.

As a member of the staff you can expect:

- to be part of a community which encourages each member to work towards their potential
- to be treated with respect by colleagues and pupils
- to have your views and opinions listened to
- appropriate support from your colleagues

As a member of staff, you have a responsibility to:

- make the school environment welcoming
- promote the aims of the school
- give clear explanations of expectations
- recognise the efforts of pupils and build up self-confidence by encouraging all forms of success and praising whenever appropriate
- try to make bad behaviour unacceptable without rejecting the child
- provide professional support and care for pupils and colleagues
- contribute by example to the overall positive, caring ethos of Bledlow Ridge School

Rewards and incentives for good behaviour

We believe that children respond well to praise and positive encouragement to choose appropriate behaviour and we have a wide range of incentives and rewards in place.

Class teachers and adults within the school praise the good behaviour of all children frequently and have their own systems of rewarding individuals, groups and whole classes.

In most situations the adult's acknowledgement of appropriate behaviour will be the best reward. This may take the form of:

- Verbal praise for specific things
- Smiles, nods, or thumbs up to pupils
- Using pupils as good role models
- Awarding dojos
- Class reward systems such as marble jars

In addition to this there are whole school procedures:

House points

- All the children will be grouped into four houses: Coombe, Ivinghoe, Whiteleaf and Lodge
- They can be awarded house points by any adult working at the school as a reward for good behaviour or good work. (Maximum of 10 house points)
- During an assembly once a week, the total number of house points for each house will be shared and a weekly house winner announced.
- A treat will be awarded at the end of each half term for the house which has had the most wins over that period (extra play for that house)

Achievement Assembly

- Weekly achievement assemblies are held when selected children (two from each class) receive special certificates - Star Student - for good work or showing a good attitude to their learning based on our 'School Values'
- A 'Writer of the Week' for each class will be awarded a certificate each week. The Writers of the Week are named in the weekly newsletter
- All adults working in school are encouraged to give house points for good behaviour and also to nominate children for a celebrations certificate
- Achievements outside of school are encouraged and celebrated in assembly

EYFS: Reception

Staff spend time supporting the children to self-regulate their behaviour. We want children to make good choices because they believe it is right, not because they are just being compliant. We teach children to be calm, to think about their actions and reflect on their feelings. We teach children to communicate their needs.

We teach children to negotiate, compromise and deal with conflict We teach children boundaries, which are consistent and fair We give children choices. We have smooth routines and transitions.

We build good relationships, as we believe positive behaviour is built on respectful relationships and good communication Individual specific rewards include: Lots of verbal recognition Stickers Praise.

The Class have a visible Peg Chart - Children start each day on Ready to learn (green), they then move up to Soaring High (orange), Role Model (blue) and, finally, Super star (string).

There are 2 levels below green: yellow and red. Before moving to yellow, children are spoken to about their behaviour and given the opportunity to change it. If it happens again, they move their peg down to red. Once three warnings have been given, they have some 'reflection' time in Yr 1 (partner class).

Serious incidents are logged in the behaviour folder located in Reception's class cupboard.

At home time, children on Role Model are given a sticker and children on string are given a sticker and a certificate.

Class targets – The class is encouraged to work as a team to achieve their chosen target, based on 5 behaviours for learning they need to develop. Each class uses their own ideas to visually display how well they are doing.

What happens if learning behaviour isn't acceptable?

When children do not show the necessary learning behaviours, certain sanctions will come into operation (see appendix 1 for a list of behaviours). All classes follow the same strategy and sanctions:

- Every child begins every lesson on a 'green card'. A first offence (for example, disruption of learning) leads to the child being given a verbal warning, if the behaviour continues the pupil will receive another verbal warning.
- On the second verbal warning, there will be a clear indication that if they continue to exhibit such behaviour they will move onto a yellow card.
- **Every classroom has a visible behaviour chart. If a child is given a yellow card, they have to move their name to the yellow area and write their name on a log sheet (see appendix 3) and the teacher will record this on CURA. The child or teacher will write the reason for the yellow card.**
- This is a record for every child of the instances and reasons they were given a yellow card. If their behaviour improves until the end of the lesson, they can move back to being on a green card and move their name up.
- If a child exhibits poor behaviour a third time in one lesson, they will be given a red card. **This is recorded on the log sheet and recorded on CURA. This means they will need to move to a partner class and complete a reflection sheet (see appendix 2)**
- Partner classes:
 - Reception and Year 1
 - Year 2 and Year 3
 - Year 4 and 6
 - Year 5 pupils will go to Year 6
- Teachers will inform parents that their child has received a red card for disrupting learning three times within one lesson. This could be over the phone or verbally during pick up.
- Red cards are tracked over a 6 week period. For the first red card in this time the class teacher will contact the parents. The second will result in the Deputy Headteacher contacting the parents and explaining the situation. The third will mean the parents are called into school to have a meeting with the Headteacher to discuss their child's behaviour
- Some incidents, such as violence, could lead to a child fast tracking straight to a red card.

What happens if social behaviour isn't acceptable?

When children do not show the necessary social behaviours, certain sanctions will come into operation (see appendix 1 for a list of behaviours). All adults follow the same strategy and sanctions:

- Every child begins every lunch or break time (or lesson time - see above) on a 'green card'. A first offence (for example not being respectful to a member of staff on duty during lunch time) leads to the child being given a verbal warning, if the behaviour continues the pupil will receive another verbal warning.
- On the second verbal warning, there will be a clear indication that if they continue to exhibit such behaviour they will move onto a yellow card.
- If a child is outside during playtime and they receive a yellow card, they will be asked to have 'timeout' for 5 minutes (Reception and KS1) or 5 - 10 minutes (KS2).
- **The adult who has given the yellow card to a pupil is responsible for writing it on the class log sheet, informing the class teacher and recording onto CURA.**
- While on timeout, if the child continues to exhibit unacceptable behaviour, they will be given a red card. They will be given a reflection sheet and sit in a suitable area (e.g school office/outside the staffroom) to complete the sheet. This will be for the remainder of the break/lunch time.

- **Adults who give a red card will record in the class log and on CURA.** They will inform the class teacher. Adults given red card/or class teacher to inform parents.
- Some incidents, such as violence, could lead to a child moving straight to a red card (see appendix 1).

Periods of prolonged behaviour may mean a child is put on a Support Plan, where class teachers will write a report on behaviour in each lesson. This is sent home to parents on a weekly basis.

In cases of serious misbehaviour, pupils may be excluded from school temporarily or permanently (see Exclusion Policy).

There may be incidents when a child is **‘Fast Tracked’**. This is when their behaviour is deemed to be very serious and may include incidents such as:

- Deliberately and/or unprovoked aggressive behaviour towards another child
- (e.g. hitting, kicking, slapping)
- Abusive name-calling or use of inappropriate language
- Stealing
- Racism
- Deliberate damage to property or equipment
- Bullying
- Evidence that prohibited items have been bought into school

Referring “Fast Track” incidents to a member of the senior leadership team

- Fast track incidents should always be referred on the same day to enable the incident to be resolved as soon as possible.
- In the first instance, alert a member of the SLT

Imposing appropriate sanctions/consequences for “Fast-Track”

- It is important that children are taught to understand that inappropriate behaviours will have consequences as this will help them manage their behaviour and make “good choices”.
- For this reason, the member of the senior leadership team who deals with the incident will impose an appropriate sanction (see below) and inform parents. There may be a time when the class teacher or TA asked to feedback to parents about what has happened.

Sanctions may include

- Missing part of a playtime/lunchtime during which they will be required to reflect on the choice they made and the impact of this on their learning and/or other members of our community
- Being required to write a letter of apology/complete a reflection
- An internal exclusion – where a pupil is required to work in another class for a period of time (e.g. a morning or afternoon).
- For extremely serious incidents, the headteacher also has the authority to exclude a child on a fixed-term or permanent basis
- The sanction imposed will reflect the age of the child and the seriousness of the incident. These are at the discretion of the staff member dealing with the incident.
- If a child is Fast Tracked by an adult other than the class teacher, that adult is responsible for ensuring the class teacher is aware and logging the incident on the class behaviour log

Communication with parents

- Working in partnership with parents is crucial in supporting pupils to learn how to manage their behaviour and make the right choices. Where there are concerns or there have been specific incidents of unacceptable or inappropriate behaviour, we believe it is essential that parents are informed so they can work together with the school and their child.
- If a child is issued with a yellow card then this is considered as having being dealt with “in-house” and parents will not be informed. However, the class teacher and senior leadership team monitor patterns of behaviour and if there are concerns, then parents will be invited into a meeting to discuss ways the pupil can manage their behaviour more effectively.
- Depending on the nature or seriousness of the incident, the adult who dealt with the incident may ask the parent to come into school for a meeting to discuss the incident. Alternatively, parents may be informed by a phone call from the school.
- When a member of staff meets a parent, a record of the conversation (including date, time, people present, actions agreed) must be recorded and followed up with an email. Any actions arising from this meeting must be followed up and recorded.

Bullying

Bullying in any form (including cyber bullying) is regarded as an unacceptable behaviour and is not tolerated. Pupils at Bledlow Ridge School are taught this through assemblies, PSHE lessons, circle time, class and group discussions. Pupils are regularly taught and reminded that bullies can only thrive in secret and that “telling” can break the cycle of bullying. It is essential to provide opportunities for children to be able to confide in an adult and for children to feel safe to do so. Children should be reminded that all the adults in school would treat such disclosures seriously.

If bullying behaviour is reported:

- It will be treated seriously
- The Headteacher/senior leadership team and class teacher will be informed
- Parents of the victim and aggressor will be informed
- It will be tackled as soon as possible
- Incidents will be recorded, with follow up actions and outcomes
- School staff will be informed to increase vigilance
- Both the victim and the person demonstrating bullying behaviour will be supported
- The situation will be monitored

Definition of bullying behaviour

There are many definitions of bullying, but most consider it to be:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

Examples of bullying behaviour

Bullying can take many forms:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

- using text messaging for the above
- inappropriate use of email and social media networking sites

Child-on-Child abuse

Child on child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally. It is more likely that girls will be victims and boys' perpetrators, but all child on child abuse is unacceptable and will be taken seriously.

Prevention

As a school we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Having a robust e-safety programme which develops pupils knowledge, understanding and skills, to ensure personal safety and self protection when using the internet and social networking
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils
- Staff will receive adequate training (**e.g Steps training completed in September 2023**)

Response

It is important to deal with a situation of child on child or peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred, as soon after, the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of child on child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

We have a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated. All staff have been made aware that even if there are no reports in our school, it does not mean it is not happening – it may be the case that it is just not being reported. If staff have any concerns regarding such abuse they must speak to the DSL (or deputy) as soon as possible.

See [Child on Child abuse Policy for more detailed information](#).

Support for pupils that have been identified as vulnerable to extremism or radicalisation

Bledlow Ridge School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Bledlow Ridge School Prevent Strategy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions. It also

identifies how the school will support pupils who have been identified as being vulnerable to extremism or radicalisation including making a referral to Channel.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available at <https://www.gov.uk/government/publications/channel-guidance>

Bledlow ridge School's Values set out how the curriculum and ethos of the school promote British Values.

Support for vulnerable pupils or for those pupils who present with persistent challenging behaviour

In cases where a child presents with persistently challenging behaviour or their patterns of behaviour are causing concern regarding their well-being, class teachers will consult with the SENDCo and the Headteacher. We believe that challenging or concerning behaviour is a form of communication and that it is the responsibility of the school to understand possible underlying causes of this behaviour.

Examples of concerns that may be raised include:

- Self – withdrawn, poor self-image, unable to accept responsibility, frustration, early signs of disaffection, over anxious, self-injurious, impulsive, unhappiness and stress
- Peers –co-operation/sharing, inappropriate language or aggression, overly possessive of equipment, rejection by peers, provoking conflict
- Adults – building relationships, accepting positive or negative feedback, following instructions, accepting support, inappropriate language or aggression, confrontational
- Work – avoiding tasks, self-direction, independent work, concentration, interferes/destroys work,
- Class – settling, accepting routine, coping with change, attention seeking, shouting out, abuses furniture and equipment, constantly on the move
- Social setting – participation, solitary, difficulty making friends,

Staff induction, development and support – including regular training for staff on behaviour

- This policy has been created and written with staff input. When new members of staff join the school this policy will be shared and discussed during induction.

Searches

Where evidence suggests that a pupil has brought a prohibited item into school, legislation states that the Head Teacher, Senior Leadership Team or a member of staff authorised by the Head Teacher, have the power to search pupils or their possessions without their consent where they suspect the pupil has a 'prohibited item.'

Prohibited items include stolen items, weapons, alcohol, drugs, tobacco / cigarette papers, fireworks and inappropriate images. If a search is necessary, the school will endeavour to conduct it with confidentiality and discretion. Two or more staff members will be present during the search.

Social Behaviour Flow Chart

Inconsiderate behaviour, disrespect of environment, verbal abuse of peers.



Warning given.



Repeat of behaviours above.



Second warning given.



Repeat of behaviours above. **Yellow card given. Child must sit on bench for 5-10 minutes.** This must be recorded in the folder in the child's classroom. After time out, child may join back in with play.



Repeat of behaviours listed above after time out. **Red card given. Child is sent in to office/member of SLT to complete a reflection sheet.**

The following behaviours are fast tracked to a red card:

- Inappropriate language
- Racism
- Bullying
- Deliberate and unprovoked aggressive behaviour (hitting, kicking, slapping)

Learning Behaviour Flow Chart

Calling out, chatting, distracting others, fiddling, off task.



Warning given.



Repeat of behaviours above.



Second warning given.



Repeat of behaviours above. **Yellow card given.** Child or adult logs behaviour in class book. Peg moved on classroom display. Child remains on a yellow card until the end of the lesson.



Repeat of behaviours listed above after time out. **Red card given.** Child is moved to a partner classroom to **complete reflection sheet** for the remainder of the lesson. Teacher record in class behaviour book.

Red Cards are monitored over a 6-week period.

1st red card- teacher contact parents

2nd red card- Deputy Head Teacher meets with parents

3rd red card- Headteacher meet with parents.

Learning behaviour (appendix 1)

This chart is displayed in each classroom and learning area and forms the basis of our reward and consequence system within the classroom:

Behaviour	Level	Response
Support the learning of others Prepared for lessons Listen carefully to instructions Start tasks quickly Share your thinking/contribute to discussions Stay on task/be resilient	Positive behaviour	Knowing that you have done your best, Verbal praise, Written praise (e.g in books), Feedback to parent, House Points, Reward Time, Headteacher Award,
Calling out Chatting or distracting others Interfering with others' kit Fiddling with/misuse of kit Of-task during the lesson	Two warnings then a yellow card is given	Child or adult logs their behaviour in the log book Reminder of expectation Child will stay on yellow card until the end of the lesson
See above If a child continues behaviours above after receiving a yellow card a red card is given	Repeated yellow card behaviour will lead to a red card	Child will be asked to move to a partner class to complete a reflection sheet for the remainder of the lesson Teacher records in the behaviour log book Red cards are tracked over a 6 week period. 1st red card - teacher contacts parents 2nd red card - Deputy Headteacher will meet with parents 3rd red card - Headteacher will meet with parents
Repeated yellow card behaviour Refusal to obey a reasonable request from staff Abusive name-calling or use of inappropriate language Stealing Racism Deliberate damage to property or equipment Bullying or discriminatory behaviour Evidence that prohibited items have been bought into school Deliberately and/or unprovoked aggressive behaviour towards another child (e.g. hitting, kicking, slapping)	Fast tracked red card or 3 red cards in a 6 week period	Review of support, Pastoral Support Plan, Fixed term internal / exclusion, Outside agency intervention,

Social behaviour (appendix 1)

This chart is displayed in each classroom and visible in the playground. It forms the basis of our reward and consequence system within the classroom:

Behaviour	Level	Response
Be respectful & support others Be cooperative & polite Follow instructions Play safely Discuss any problems Respect your environment	Positive behaviour	Knowing that you have done your best No loss of social time Stickers Verbal praise House Points
Over excited / boisterous play Not playing cooperatively Inconsiderate behaviour Misuse of kit Disrespect of environment Verbal abuse of peers	Two warnings then a yellow card is given	Warning given, 5 - 10 minutes time-out, Child or adult logs their behaviour in the log book Reminder of expectation
See above If a child continues behaviours above after receiving a yellow card a red card is given	Repeated yellow card behaviour will lead to a red card	Child will be asked to sit in the hall (outside the staffroom) and complete a reflection sheet Adult to record in the behaviour log book Red cards are tracked over a 6 week period 1st red card - teacher contacts parents 2nd red card - Deputy Headteacher will meet with parents 3rd red card - Headteacher will meet with parents
Repeated yellow card behaviour Refusal to obey a reasonable request from staff Abusive name-calling or use of inappropriate language Stealing Racism Deliberate damage to property or equipment Bullying or discriminatory behaviour Evidence that prohibited items have been bought into school Deliberately and/or unprovoked aggressive behaviour towards another child (e.g. hitting, kicking, slapping)	Fast tracked red card or 3 red cards in a 6 week period	Review of support Pastoral Support Plan Fixed term internal / exclusion Outside agency intervention

Appendix 2

Behaviour Reflection

Name:

Class:

You have made choices that you need to stop and think about

What was my behaviour?
What were the reasons for my behaviour?
How did my behaviour affect others?
Who do I need to apologise to?
What do I need to do in the same situation next time?

Appendix 3

Class Behaviour Log

Name	Tick if you have received a yellow card	Why did you receive a yellow card?	Tick if you have received a red card	Teacher to add notes and the consequence

