



Bisley Blue Coat & Oakridge (C of E) Primary Schools

Governors' Statement of Principles for Behaviour

Legislation requires Governors to make, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance.

This statement has been developed and agreed by the Governing Body with principles that underpin the schools' Behaviour Policy. They define the roles, responsibilities and practice in this area.

Establishment and implementation of the policy lies with the Headteacher. These principles are intended to shape the schools' behaviour policy and contribute to high expectations of behaviour which are clearly articulated to all and are an intrinsic element of the schools' ethos.

Our principles are as follows:

1. The Governors of Bisley and Oakridge Primary Schools strongly believe that high standards of behaviour lie at the heart of a successful school that enables all the pupils to make the best possible progress in all aspects of their school life, and the Headteacher and all the staff to be able to teach and, with the support of the parents, promote good learning.
2. All pupils and all staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
3. The Behaviour Policy will be drawn in accordance with the Equality legislation and policy and our Anti-Bullying Policy. It will also strive towards the objective of improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity.
4. The Behaviour Policy should complement policies relating to safeguarding, special educational needs and other vulnerable children.
5. The Behaviour Policy should extend to the behaviour of pupils on school trips and school events or activities arranged off the school premises by school staff as well as behaviour off the school premises which adversely affects another pupil, member of staff or the schools. As these set out expected standards of behaviour, they should be displayed in all classrooms and other relevant parts of the school.
6. Rewards should be used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others. All pupils should have the opportunity to gain rewards and these opportunities should be spread fairly across the school.
7. Sanctions for unacceptable or poor behaviour should be clearly described in the Behaviour Policy so that pupils, staff and parents/carers can understand how and when these are applied.
8. Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. Teachers will follow the agreed procedures for addressing behaviour and will therefore also better understand the extent of their powers and how to use them.
9. The Governors expect the Headteacher to include the following within the Behaviour Policy or otherwise:
 - a. Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
 - b. the power to use reasonable force or make other physical contact;
 - c. the power to discipline beyond the school gate;

- d. pastoral care for school staff accused of misconduct; and
- e. when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

This statement of principles and the resulting Behaviour Policy will be reviewed every 2 years and consultations sought if it is to be updated.

Ratified: January 2022

Next Review Date: January 2024

Behaviour and Discipline Policy

Bisley Blue Coat and Oakridge Parochial School



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| Approved by: | Federated Governing Board | Date: 3 February 2022 |
| Last reviewed on: | Feb 2022 | |
| Next review due by: | Jan 2024 | |

Safeguarding Statement

At Bisley Blue Coat Primary School/Oakridge Parochial Primary School the health, safety and well-being of every child is our top priority. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

We listen to our pupils and take seriously what they tell us. All school staff are trained in Child Protection, and children are made aware of the adults they can talk to if they have any concerns. Staff are trained to look out for signs of physical/emotional harm or neglect and are required to report these to the Designated Safeguarding Lead (DSL).

The procedures which we follow have been laid down by the Gloucestershire Children's Safeguarding Board and the school has adopted a Child Protection Policy in line with this, for the safety of all. On rare occasions our concern about a child may mean that we have to consult other agencies. We will ensure that all concerns are discussed with parent/carers first, before any referrals are made, unless we believe that such a move may be contrary to a child's welfare.

The Designated Safeguarding Lead is **Mr Jonathan Preston -Headteacher**

The Additional Safeguarding Leads is **Mr. Graham Wright (Class 1 teacher Bisley) / Mrs. Rachael Modaley (Class 2 teacher Oakridge)**

The Designated Person for Looked After Children (LAC) is Mr Jonathan Preston (Executive Head Teacher at Bisley and Oakridge School).

The Child Protection Policy is available under policies on the school website.

If you are concerned about the safety of a child, you can email the DSL on head@bisleybluecoat.gloucs.sch.uk

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work

together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others. This extends to beyond the school gate, particularly when children are wearing school uniform or representing the school. The schools will consider if both rewards and sanctions should be applied accordingly.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions – Please also refer to appendix 1

2.1 We praise and reward children for good behaviour in a variety of ways:

Teachers congratulate children.

Teachers give children house points.

Teachers move children to the purple star

Each day we nominate a child from each class to be ‘purple learner’.

We distribute stickers and certificates to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and this is undertaken discretely where possible.

We expect children to listen carefully to instructions in lessons.

We expect children to try their best in all activities. If they do not do so, we may move them to the yellow circle

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may move them to the red circle

The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. This may involve the child moving to the blue circle.

If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 The teacher regularly talks about behaviour and uses opportunities during circle time for children to discuss issues further.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. A record of bullying is made by the class teacher and reported to the headteacher

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Use of Reasonable Force, Advice for Headteachers, staff and governing bodies July 2013. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher, under the Education and Inspections Act 2006, 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.

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

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. Multi-agency assessments will be considered for pupils who display continuous disruptive behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents

5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents to read them, understand them and support them.

5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, the complaints procedure should be followed.

6 The role of governors

6.1 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 adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues or measures where they consider it desirable. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the guidance set out by GCC when dealing with exclusions. *Exclusion from Maintained Schools, Academies and Alternative Provision Schools - A guide and information for Headteachers in Gloucestershire - Updated January 2018*

file:///C:/Users/Pupil/Desktop/la-exclusion-guide-for-headteachers-january-2018.pdf

7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.3 If the headteacher excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

7.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

8.5 If the offence is repeated the child will be permanently excluded.

8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The schools keep a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to them on account of bad behaviour. Incidents that occur at break or lunchtimes are passed on directly to the class teacher.

9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body pay particular attention to matters of equality in line with our Equality Objectives and Statement and have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

9.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

Rewards and sanctions

Star – What all children are working towards, any child on the star can then be chosen for star of the day (Purple Learner). If required, when all children are on the star the class can be rewarded.

Green – Every day all children will begin every day on the green circle. **Love Life, Love learning**

Yellow – ‘Verbal Reminder’. If child’s name is still on yellow at the end of the day they will then lose 5 minutes off playtime the next day. The child must report to the relevant classroom (see timetable) where a teaching assistant will ensure children miss 5 minutes of playtime. If the child manages to move their name back up before end of day they do not lose any time.

Red – ‘10 minutes’ taken off ‘breaktime’. Child reports to the relevant classroom (see timetable) where a teaching assistant will ensure children miss 10 minutes of playtime. This time cannot be earned back; however the children can move their name back up.

Blue – ‘Loss of Lunchtime’ Children will remain in the classroom and only leave to eat their lunch. They return to the classroom after lunch. Child must be supervised by a member of staff. If a child’s name is moved to blue during an afternoon, they will have ‘loss of lunchtime’ the following day. However, they will begin the following day on the Green Circle.

Children who have never moved their name down will receive a ‘Good Behaviour’ award at the end of each term.

Behaviour Expectations

Your name will be moved if:

| Yellow | Red | Blue |
|--|--|--|
| <ul style="list-style-type: none">• Calling out• Distracting others• Being inside at break or lunch• Not listening or following instructions.• Refusing to complete work.• Being unkind | <ul style="list-style-type: none">• Any on-going ‘yellow’ behaviours that have continued after warning has been given. | <ul style="list-style-type: none">• Physical Violence (provoked or unprovoked)• Rudeness• Swearing• Leaving a room without permission |

Star of the Day

In order to ensure the day is finished in a positive way, a star of the day (Purple Learner) is chosen. This pupil receives a sticker to show the children, staff and parents that he/she has been selected. The Purple Learner is displayed on a board in the classroom and will be given a special reward eg badge, wrist band.

Rewarding Positive Behaviour Rewarding behaviour is an important aspect of improving children's self-esteem. Therefore, staff will:

Praise children (privately and publicly); Award playground stickers; Give playground behaviour certificates; Provide good work certificates Friday in assembly; Present certificates and medals related to subjects, clubs or outside interest.

Good Behaviour Awards

Staff will keep a record of purple learners as well as monitoring children on yellow, red and blue. During achievement assemblies one child will be recognised for their behaviour based on this record system.

Appendix 2

Expectations during the Coronavirus Pandemic

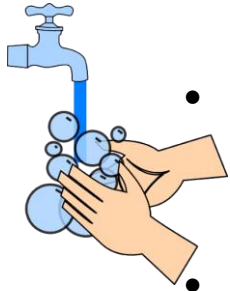
- Children will be expected to arrive and depart from school at their allocated time, ensuring social distancing is maintained
- Children should follow instructions carefully when asked to wash their hands and ensure their workspace is kept clean and tidy
- Any 'bubble' that children are allocated to should be kept to and not crossed to play with others or to collect equipment
- Use the 'catch it, bin it, kill it' approach when sneezing and coughing using tissues that are supplied
- Avoid touching your mouth, nose and eyes
- Children should tell an adult if they are feeling unwell
- Children should use equipment, including PE equipment, that they are allocated by their teacher and not touch anyone else's
- Water bottles should be brought in from home each day and then taken home to refill
- Coats and bags should be kept at children's allocated stations within the classroom and not kept in other parts of the school
- The use of toilets will be one at a time
- Rewards and sanctions will be used as stated above in this policy (see Appendix 1) In addition, if a child is unable to adhere to social distancing despite use of these rewards and sanctions they may be sent home.

J Preston

(May 2020, Reviewed Jan 21)



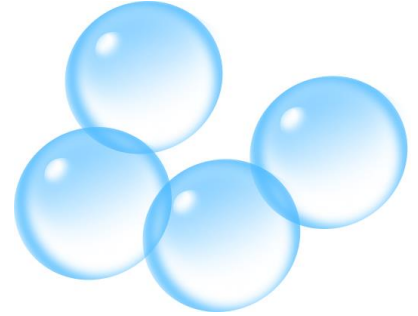
School Rules



- Arrive at school on time keeping your 2 metre distance
- Wash your hands carefully for 20 seconds



- Stay in your bubble when you go out to play



- Catch it, bin it, kill it



- Avoid touching your face



- Tell an adult if you're feeling unwell



- Keep to your own equipment indoors and outdoors



Bring your own water bottle to school each day



- Keep your coats and bags at your workstations



- Use the toilet one at a time

