



Behaviour Policy  
June 2020  
With Covid 19 Addendum

Belthorn Academy Primary School  
Belthorn Road  
Belthorn  
Lancashire  
BB1 2NY  
Tel: [01254 55620](tel:0125455620)  
Email: [head@belthornacademy.co.uk](mailto:head@belthornacademy.co.uk)

Head teacher: Mrs H Rowan  
Behaviour Co-ordinator:  
Mr N Griffiths  
  
Chair of Governors: Mrs Yvonne  
Brown

Belthorn Academy Primary School  
Behaviour Policy

Aims and expectations

In this policy we state our aims and expectations of pupil behaviour within our school, our commitment to working in partnership with parents and children and the strategies we employ to ensure that our expectations are met in the day to day behaviour of our pupils. It is intended that our policy will form an essential component of our Home-School Agreement. Parents are issued with a summary behaviour policy leaflet when their child starts school.

We aim to create a welcoming, safe environment where relationships are based on respect and to develop positive self-esteem in each child.

Our behaviour policy is centered on our key ethos words which were decided upon by children, staff and governors – respect, safe, valued, friendly, nurturing, enjoyment, tolerance and inspirational.

We believe that every child has the right to learn in a safe, respectful environment. The behaviour of those around them should have a positive effect on learning.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school and with the SEAL (social and emotional aspects of learning) programme.

Aims

- To promote positive attitudes in the school through encouraging a shared understanding of the values which underpin our school ethos.
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels safe and happy.
- To help pupils develop self-respect, self-control and accountability for their own behaviour.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways.

- A carefully planned curriculum.
- Effective classroom management
- Adult role modeling.
- A positive whole school and individual reward system
- Whole School golden time.

### Staff responsibilities

- To role model good behaviour and positive relationships.
- To create a positive climate with realistic expectations.
- To emphasise the importance of having a set of values and being valued.
- To provide an effective learning and teaching environment.
- To encourage positive relationships based on kindness, empathy and respect.
- To ensure fair treatment for all regardless of ability, age, gender, race or preconceptions.
- To show appreciation of the efforts and contributions of everyone.

All teachers, support staff and lunchtime supervisors are responsible for the modeling of good behaviour, positive relationships and dealing with incidents around school.

Playground zones have been established at lunch times where an adult is responsible for each area of the playground.

### School Rules ( Written by the School Council)

- To always walk quietly and sensibly around school.
- To play sensibly and carefully in the playground.
- To listen carefully, answer politely and do what we are asked the first time.
- To always try our best in school
- To respect ourselves, each other and the school.

### Rewards

At Belthorn we focus on rewarding good behaviours to maintain a positive ethos. At all times we try to actively motivate children to behave well. We praise and reward children for good behaviour in a variety of ways.

- Congratulate children
- Teachers follow the school behaviour chart. Red, amber, Green, Silver and Gold.
- Children on silver and gold are rewarded accordingly.
- All children on gold are rewarded collectively during golden time
- Children receive Dojo points based on the school values which accumulate and earn rewards at the end of term.
- Give children raffle tickets for individual effort in class. Raffle and rewards to be given at an appropriate time during the week.
- Children are chosen to be put in the Good Work Assembly.
- Children receive lunchtime awards certificates in Friday's Good Work Assembly.
- Award stickers
- Praise postcards are sent home

- The school acknowledges all efforts and achievements of children both in and out of school.
- We always look for positive behaviour strategies
- Children in Year 6 are trained to be monitors and playground leaders
- Friday afternoon has dedicated Golden Time to reward consistent good behaviour throughout the week.

### Sanctions

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.

- We expect children to listen carefully to instructions in lessons. If they do not do so we ask them to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If work is not at an acceptable standard for the ability of the child, we may ask them to redo a task.
- We aim to build up our children's self esteem to encourage a positive self image therefore at all times we sanction the behaviour and not the child him/her self.
- Children who do not conform to our expectations are reminded of the school ethos words. Their actions are discussed in light of these words. The children are disciplined and encouraged to modify their behaviour, given time to reflect upon their misdeed and as quickly as is appropriate, restored to a normal working or playing situation. In this reflection time the child may be given some paper and encouraged to write an apology- if required.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- 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 the session.
- The child may be sent to the Head teacher or Senior teacher.
- Persistent, frequent or emerging patterns of misbehaviour will be monitored closely and parents will be invited into school to co-operate in behaviour modification strategies.
- The Traffic Light system means that if a child moves to the amber section (for disappointing behaviour) that child only stays there for one lesson. This is an incentive to try harder in the next lesson.
- If a child moves through the amber section to the red they will miss some of their Golden Time and spend this time reflecting on their behaviour. This will be noted in a behaviour log and a track kept of repeated mis-behaviour.

### BEP's

In some cases a class teacher may feel a child would benefit from having a BEP (behavioural education plan). This would provide small step targets designed to have a positive impact on the behaviour of a child. This would be drawn up alongside the SENCo, the parents and the child if appropriate. The BEP would be monitored and evaluated regularly.

### Behaviour Log

A behaviour book is kept in the staffroom. This is to make a record of unacceptable playtime behaviour. The adult on duty will record the incident and the book will be reviewed by a member of the SLT daily. Children whose names appear more than 3 times in the behaviour book will receive a phone call home. They will be reminded of this after their second offence.

A file where serious incidents are logged is kept in the staffroom. This file is reviewed by the School Leadership Team and the governing body on a regular basis.

In extreme cases of mis-behaviour, or where we feel that a child's behaviour is causing a threat to the safety of other children we will seek the advice of outside agencies. The PRU (Pupil Referral Unit) offers advice and support for teachers and parents.

In some cases a child may be suspended for a day or short period. In this case the governors would have to give their approval.

### Role of Parents

At Belthorn school we value the good relationship we have with parents and therefore seek to involve them in promoting good behaviour and attitudes from the beginning of their child's attendance at school.

Parents are asked to sign a home-school agreement, which outlines the school rules and any sanctions or rewards.

Parents are informed in several ways of the good behaviour or achievements of their child – verbally, through written comments or by text message inviting them to come to an award assembly. Likewise, if a child's behaviour isn't appropriate we seek to inform and work alongside parents to ensure that

school and home are supporting each other.

## Role of Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The governing body must:

- a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils. This should be done in consultation with the SLT, staff, parents and pupils.
- b. notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The School Information (England) (Amendment) Regulations 2012 requires schools to publish their written statement of principles on a website.

## Screening and searching pupils

On occasions it is necessary for a member of staff to search a child's belongings. This may be because we suspect the child has brought an item to school that isn't allowed, or because a child may have taken something belonging to someone else. In these cases the child should be asked to empty their bag/s and pockets in view of the teacher and another member of staff.

## Using reasonable force

Sometimes it is necessary for a child to be restrained because they present a danger to themselves or others. Staff are trained in the use of restraining procedures. Parents will be informed if a child has had to be restrained.

## Bullying

Any form of bullying – verbal or physical will be treated seriously. Please see our separate policy regarding this.

## Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can

impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy and the anti – bullying policy.

### Behaviour beyond the school gates

We expect our children to behave respectfully at all times during the school day. This includes behaviour whilst they are coming to and leaving school and on school trips. Older children are allowed to leave the school premises at the end of the school day, unaccompanied by a parent. However if we have reason to believe that their behaviour is unacceptable during this time, we will contact parents to arrange handovers and appropriate sanctions will be put into place. The safety of all our children is of utmost importance and this includes times immediately before and after the school day.

### Accusations against staff

In the case of malicious accusations made by a pupil against school staff, a thorough investigation will take place. The DSL will be involved immediately and safeguarding procedures will be followed. At the same time an investigation will be carried out. This will involve talking to members of staff, pupils and parents. If no suitable conclusion is reached, the chair of governors will also be involved. If the accusations are proved to be false, then appropriate disciplinary procedures will be put into place. The schools staff misconduct policy will be followed in any other circumstances.

### SEN

Under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN), the school has a duty of care to all pupils, especially those with SEN/D. If a child has behavioural issues relating to his or her SEN/D, support and individual plans will be put into place after consultation with all the agencies involved with the child. Any acts of bullying towards children with SEN/D will be taken seriously and dealt with promptly.

### **Behaviour Policy 2020 Covid-19 Addendum**

The principles as set out in this Behaviour Policy remain and should continue to be followed. It sets out the expectations of Belthorn Academy Primary School in light of the Covid-19 pandemic and the need for children to behave differently when they return to school. This addendum follows the advice and guidelines provided by the DFE.

- Parents and children to follow the new system for dropping off and picking up from school.

- Children must sanitise hands when entering school and leaving school and then wash their hands throughout the day.
- Children must follow instructions on who they can socialise with at school, staying in their bubble.
- Children must move around the school as instructed, using the signs to help them.
- Children must try to follow the 'catch it, bin it, kill it' by sneezing/coughing into tissues and disposing of safely.
- Children must tell an adult if they are experiencing any symptoms of coronavirus.
- Children must only use their own water bottles and equipment.
- Children can only play in areas specified by a member of staff.
- Children will be notified which toilets to use and will be expected to be sensible when using the facilities.
- If any child coughs or spits at or towards any other person on purpose this will be a 'red behaviour' and the situation will be dealt with appropriately.
  
- Children learning at home on 'Showbie' will follow the online safety rules. Children will be rewarded with Dojo's and positive praise.

All pupils will be supported in the following ways:

- ❖ Throughout the school, there will be signs/posters/visual prompts to remind pupils and staff of the new safety measures in place that should be followed.
- ❖ All adults will explain new routines sensitively and help pupils to feel safe and reassured by the rules in place.
- ❖ The new routines and expectations will be explained and repeated by staff every day and throughout the day. This will reassure all pupils and particularly the most anxious.
- ❖ All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- ❖ All our usual systems for affirming our pupils' good behaviours will continue, with a particular focus on 'Staying Alert' and using general common sense around school.

Support for pupils who have additional or special educational needs:

- Pupils will have their individual risk assessment reviewed in light of the new circumstances.
- If there are concerns that appropriate support is not possible during this period, despite our best endeavours, a meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the pupil can manage his/her behaviour safely.

### ***Positive Touch and Physical Intervention;***

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged.

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.
- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19.
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.