



Toton  
**Bispham Drive**  
Junior School  
*Ad esse optimum*

# **Bispham Drive Junior School**

## **Behaviour Policy** **September 2022**

**This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.**

**Created by Mrs A Goetzee**  
**Agreed by governing body - September 2022**  
**Review - September 2023**

## **Bispham Drive Behaviour Policy**

At Bispham Drive we believe that all members of the school community have a role in promoting and managing positive behaviour. We promote the idea that everyone in the school is collectively responsible for the safe and productive working of the school. This policy will enable this to be put into practise.

### **Right and Responsibilities**

We believe that all members of the school community have both rights and responsibilities with regard to behaviour, these are outlined in Appendix i.

### **The Bispham Rules**

At our school we believe that every child is the hero of their own story and that every day is a new adventure. We want each child to see each day as a fresh start, viewed with an open mind and the acceptance of the fact that their behaviour affects everyone in school both positively and, on occasion, negatively. Children must accept responsibility for the consequence of their actions and be willing to make things right with those they have affected. In this way we can work together to create a positive learning environment. We expect all members of the school community, pupils, staff, parents and governors to be good examples.

**To keep everybody safe and learning well I will always:**

- 1. Be where I am expected to be - in the classroom, on the playground and around school.**
- 2. Follow all instructions I am given, first time, every time.**
- 3. Empathise with others.**
- 4. Focus on my learning, not distract others or allow others to distract me.**
- 5. Treat school equipment with respect.**
- 6. Keep my hands, feet and unkind words to myself.**
- 7. Try to demonstrate a positive attitude.**
- 8. Wash my hands whenever I am asked to and catch it, bin it, kill it.**

These rules are displayed around the school and referred to regularly by all community members.

A positive learning environment will further be promoted in the following ways:

- By providing a safe and secure environment where all are respected and valued
- Engaging children in a learning process where all can enjoy and feel successful
- By promoting self-esteem and emotional well-being using our core values, enabling each child to be a positive member of the school community accepting responsibility for their actions and behaviour
- Having clear boundaries and a consistent approach to managing behaviour
- Encouraging and valuing parental support and cooperation
- By all members of the school community modelling positive relationships and interactions

Day to day management of behaviour will be based upon rewarding good behaviour and giving those who make poor choices the opportunity to change.

### Using a Relational Approach to Support Positive Behaviour

At Bispham Drive we understand that positive and negative behaviours can be a reflection of the emotions being experienced by a pupil. We recognise that negative behaviours can be a manifestation of a number of other underlying issues. Repeated sanctions for repeated behaviours may not resolve an issue.



While we have sanctions in school, we also know it is important to give validation to the genuine emotions being experienced by a pupil. We then use a solution focussed approach to help a child understand their emotions and behaviours. While setting clear boundaries around expected behaviour we also aim to enable a pupil to self regulate their emotions and prevent negative behaviours becoming regular and long lasting. Support may include emotion coaching and the use of the P.A.C.E. (playfulness, acceptance, curiosity and empathy) approach developed by Dr. Dan Hughes, clinical psychologist. The use of these will be discussed with parents/carers before they are implemented.

### **Restorative Approach to Behaviour Management**

At Bispham Drive we expect good behaviour but accept that, at times, the behaviour of a few can fall short of our expectations. Alongside a relational approach to behaviour support we also adopt a restorative approach for the resolution of any issues or incidents. Where appropriate and particularly in cases of 'relational conflict' or what might also be referred to as arguments and disagreements between children, we adopt a restorative approach to resolving the issue. The following information will help you understand how the process works.

Restorative approaches are well established and well researched, proven to resolve conflict and repair harm. They encourage those that have caused harm to acknowledge the impact of what they have done and give them the opportunity to make reparation. They offer those who have suffered harm the opportunity to have that harm acknowledged and for amends to be made.

The process is that of a managed conversation where the incident is discussed using a prescribed set of questions and supervised by an adult. All parties get to be heard and to listen; an understanding is reached about what has taken place.

In our experience children do not often understand the impact of their behaviour on others and this educational process enables them to see this and change their behaviour which has a long term benefit to all. The process also empowers children, giving them a voice and involvement in the solution process. All children must agree to take part for this to work and no child will ever simply be forced to apologise as this detracts from the power of the approach.

Restorative approaches may be used alongside direct sanctions, details of which can be found later in this document.

## **Rewards**

At Bispham Drive we value and reward good behaviour. Children who consistently behave well will be rewarded in a number of ways.

**Honey Points** - In school our children follow the rules and demonstrate our school values in many ways, by working hard, helping others or just giving that little bit more. Their efforts are rewarded with 'Honey Points'. We have introduced a system whereby Honey Points may be exchanged for a range of rewards such as pencils, non uniform tokens and trips to a cafe or the cinema.

**Behaviour Reward Afternoons** - Those children who do not receive yellow cards, or who receive no more than 3 sanction points (yellow cards = 1, red cards = 2) each half term, will participate in an afternoon of reward activities. Children with 4 sanction points will not be able to participate due to the number of sanction points they have received. They will spend this time with a member of SLT reflecting on their behaviour, making a commitment to improve.

**Headteacher Awards** - Teachers may wish to send children to the headteacher to share work they have completed or other achievements. The headteacher (or nominated member of SLT in their absence) will review the work and reward the child.

**Bispham DRIVE Heroes** - Each week each teaching team will nominate their class Bispham DRIVE Hero. They will be announced at a celebratory assembly to which their parents/carers will be invited. They will be further rewarded by having afternoon tea with the headteacher on a Monday afternoon. Names are noted on the weekly bulletin.

**In class systems** - In addition to whole school rewards each class teacher is free to create their own in class rewards. These rewards are to be in the way of laptop time, 5 minutes more break time, game playing etc. and will take place on a Friday afternoon before the celebration assembly.

## **Sanctions**

Children who make poor choices regarding behaviour have a negative impact on the whole school community and will be sanctioned.

### **Yellow Cards**

**N.B. Once a sanction card has been issued it cannot be earned back and will be recorded. A clear warning once given is the signal to change.**

Any incidents of poor behaviour will be pointed out to the child/children concerned with it being made clear what needs to change. The rule they have broken will be made clear to them. Should poor behaviour continue the child/children will be given a clear warning which will be shown on the display. If they address the behaviour concern the warning is removed. If poor behaviour persists then a yellow card will be issued, persistent and disruptive behaviour will make this a red card.

At break time any children with yellow cards will make their way to the hall where they will lose 5 minutes of play time supervised by a member of staff. This sanction will be recorded as 1 sanction point. After this the child will have a fresh start to the next school session.

### **Red Cards**

If poor behaviour - that breaks our school rules - continues, during the same session and a yellow card has already been issued, the child should be reminded that the next step is a red card.

Once a red card has been issued the child will go to the hall at the next break to lose the whole break. This sanction will be recorded as 2 sanction points. After this the child will have a fresh start to the next school session.

Red cards will **automatically** be issued for any of the following:

1. Physical violence to a child or adult. This includes behaviours such as hitting, pushing, slapping and other physical contact motivated by anger or aggression.
2. Verbal violence to a child or adult. This includes swearing, threats, racist language, homophobic language and threatening or upsetting taunts motivated by anger or aggression.
3. Theft of the property of either the school or individual.
4. Intentional damage to school property or the property and clothing of another adult or child.
5. Intentional coughing, spitting or other action designed to create fear of infection.

In the case of extreme poor behaviour then exclusion may be considered. See school **Exclusion Policy** for details of how this will be managed, this is available from the school office.

### **Informing Parents**

Each sanction will be recorded in a child's personal organiser for parents to review when they sign it each weekend so they can monitor the number of sanction points given. Once a child has had 4 sanction points recorded the class teacher

will call the parent/carer to confirm that the child is no longer eligible for the behaviour reward afternoon. Parents' support in reinforcing expected behaviour to children is highly valued by school staff.

### **Recording of Behaviour**

The names of children receiving yellow cards or red cards will be recorded by a member of staff in a central book. The reason for issuing the card will be noted. This allows a running total to be maintained.

### **Playground and Wider School Behaviour**

Positive behaviour is expected at all times during the school day, our expectations are high at all times.

Once school has begun and until the final bell at 3.30 pm the only way a child should enter or leave the school is through the main entrance and only (in the case of leaving) with the permission of a member of the SLT.

The PE garage, caretaker's office, office, staff room and resource room should only be accessed with an adult. Similarly children may only collect balls from the car park, pond area or Hive area with adult permission.

During break and lunchtimes the toilets in year 4 classrooms are to be used.

At the start of the day and at the end of all breaks children, once instructed, should collect all of their belongings and make their way quickly to their class door. Any child unable to take part in break due to illness should be directed to the chairs by the office where they can read quietly, they do not need a friend to do this.

At the end of breaks a bell will be rung. When the bell rings children should freeze. Staff will remind children to ensure their uniform is tidy. Staff will blow the whistle and children will walk quietly to their entry point. If duty staff feel there is too much noise they will blow the whistle again and when children stop remind them of our expectations.

### **Lunchtime Behaviour**

**Midday staff have the same rights and responsibilities as all staff when it comes to behaviour.**

If there is any specific reason/sanction in place that affects lunchtime supervision (such as a request from home for no running due to an injury or a ban on playing football) it is the responsibility of the class teacher to ensure the senior midday supervisor is aware so they can communicate it to their team.

## **Lunchtime Sanctions**

Children who make poor choices or who have less serious levels of misbehaviour will be given a clear warning. If they do not amend their behaviour they will receive a 5 minute sanction when they will be expected to stand with a member of midday staff before rejoining lunch play. Any serious misbehaviour in line with our red card policy will result in a member of SLT removing the child from the playground for 15 minutes. During this time the member of SLT may investigate the circumstances of the red card being given in order to communicate this to parents when necessary. Repeated severe misbehaviour at lunchtime may make it necessary to ask that a child is taken home for lunch. As before extreme misbehaviour may result in a child being excluded from school.

Lunchtime sanctions will be noted by midday staff and reviewed by SLT for recording and will count against the participation in the reward afternoon.

## **Special Educational Needs**

At Bispham Drive we recognise that children with specific needs may find adhering to this behaviour policy more challenging than others. In cases such as these our Senco will invite parents/carers into school to discuss whether further support needs to be put in place.

## **Physical Intervention**

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations. On rare occasions it may be necessary for staff to intervene to handle a child to prevent injury to that child or others.

We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Full details may be found in our school **Physical Intervention Policy**.



## APPENDIX i Rights and Responsibilities

<b>Children</b>	
<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully to others
To be safe from harm	To behave in ways that keep self and others safe and does not cause others to fear infection
To learn	To attend school regularly To be willing to learn To allow others to learn
To make mistakes	To own mistakes To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

<b>Parents/Carers</b>	
<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully towards others
To be kept informed of their child's progress	To make sure their child attends school regularly  To talk to teachers if they have any concerns about their child's learning or wellbeing
To be listened to and to listen	To listen to others
To have access to information on the school's approach to behaviour	To read relevant information and share concerns and to support the implementation of the school Behaviour Policy
To have concerns taken seriously	To share concerns constructively

<b>Staff/Governors/Volunteers</b>	
<b>Rights</b>	<b>Responsibilities</b>
To be treated courteously by others in the school community	To model courteous behaviour  To recognise and acknowledge positive behaviour in others
To be made aware of the school's systems/policies/expectations	To seek out information and use lines of communication
To receive appropriate training in promoting positive behaviour	To support others in developing their behaviour management skills  To acknowledge areas of own skills which could be developed  To try new approaches
To be listened to  To share opinions	To listen to others  To give opinions in a constructive manner
To be supported by peers and managers	To ask for support when needed  To offer support to colleagues and managers
To teach	To provide a curriculum which meets the needs of all pupils