



**BOURTON MEADOW ACADEMY  
BEHAVIOUR AND DISCIPLINE POLICY**

**July 2020**

*(Statutory Policy, Biannual Review)*

Date due for review by committee	Review by committee	Any changes? Yes/No	Date approved by Full Governors

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# 1. AIMS AND EXPECTATIONS

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**1.1** It is a primary aim of Bourton Meadow Academy 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, and our values are built on mutual trust and respect for all.

Our aims are:

- To encourage children to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their behaviour through providing children with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secured and valued.
- To provide a clear, fair and consistent approach to behaviour and its management within the school.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

**1.2** We recognise that most children self-regulate their own behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively. The school has a number of rules, but the primary aim of this behaviour policy is not a system to enforce rules. It is a means of promoting **positive relationships**, so that people can work together with the common goal of helping everyone to learn. At Bourton Meadow Academy, we have the following underpinning principles:

- Positive relationships are imperative to our practice between all members of the school community (both children and adults).
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.

- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views, feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Fairness.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.

**1.3** We have a mutually agreed set of schools rules:

- **To treat each other with respect**
- **To be kind, polite and well mannered**
- **To always follow instructions straight away**
- **To allow everyone to learn**
- **To do our best and to help others to do their best**

We regularly visit these rules for explanation and discussion in assemblies and in the classroom. The rules are displayed in school and classrooms, and are referred to when dealing with any behaviour issues.

- 1.4** The school expects every member of the school community to behave in a considerate way towards others.
- 1.5** We treat all children fairly and apply this behaviour policy in a consistent way, regardless of age, gender, race, ability or disability.
- 1.6** This policy aims to help children to grow in a safe, secure and nurturing environment, and to become positive, responsible and increasingly independent members of the school and wider community.
- 1.7** The school rewards good behaviour; we believe that this will develop an ethos of kindness and co-operation. This policy is specifically designed to promote good behaviour, rather than merely deter anti-social or inappropriate behaviour.

## **2. THE CURRICULUM AND LEARNING**

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**2.1** We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which often lies at the root of poor behaviour.

**2.2** Lessons have clear objectives, understood by the children, and tasks are differentiated to meet the needs of children of different abilities. Marking and record keeping is used as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

**2.3** We recognise that some children will need additional support to make good choices. These children will have an individualised Behaviour Plan that clearly outlines all reasonable adjustments that will be made.

## **3. REWARDS AND SANCTIONS**

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**3.1** We implement a policy of rewards and sanctions and regularly review this to ensure consistency

**3.2** Rewards

We use a variety of praise and reward systems to promote positive behaviour across the school. The rewards are designed to 'build a motivation to behave'. Rewards are visual, tangible and achievable. To maximise the effectiveness of the rewards, adults should always explain why the reward has been given.

- Children receive immediate verbal praise and celebration from their teacher (or another adult) when they do something praise worthy. Praise should always reward effort (not outcome), be specific and genuine.
- We give stickers to children (on lapels or in their work books) either for consistent good effort or behaviour. Adults in the wider school community are encouraged to enquire of children why they have earned their stickers and to celebrate children's achievements.
- Teachers are encouraged to send children who have worked hard to achieve a particular goal or target to Phase Leaders, Year Group Leaders, the Deputy Head Teacher or Head Teacher for praise and acknowledgement, including Head Teacher stickers.

- Classroom teachers may reward children with formal, written praise (ie a HappyGram) which is sent home detailing the child's achievements. Parents are encouraged to celebrate these achievements with their child at home.
- We award House points (usually as single house points) for actions, deeds or attitudes which are deemed noteworthy such as good manners, attentiveness, displaying a caring attitude towards others, staying on task and good effort. Once awarded, house points cannot be removed.
- House points are displayed on classroom house point charts so each child can see how many house points they (and other children) have earned.
- When children have earned **50** house points they are rewarded with a bronze certificate/badge.
- When children have earned **100** house points they are rewarded with a silver certificate/badge.
- When children have earned **200** house points they are rewarded with a gold certificate/badge. Children who have earned a gold badge/certificate are further rewarded and recognised over the school year.
- Children are also rewarded with weekly Reward Time. The amount of reward time owed to each class is shown visually in each classroom using a Lego tower. Reward time is usually given in increments of 1 min (up to 30 minutes per week) and is earned for the entire class. Reward time minutes can be given for individual or group actions and may be used as an incentive by the teacher for individual tables or group activities. Once earned, Reward Time cannot be lost or removed and children enjoy this reward time as a whole class, usually at the end of the week.
- Children who achieve above and beyond usual expectations may also be nominated by teachers and other adults for public celebration in the school Praise Pod.
- All of the above awards are not carried over from one academic year to the next and all of the above systems begin afresh each September.

### 3.3 Consequences and Sanctions

Occasionally children will behave inappropriately for whatever reason. We acknowledge that behaviour is often a form of communication and we need to be aware that this may be the only way in which some children can express unhappiness or concern. When children display inappropriate behaviours, there are several layers of consequences/sanctions in place to encourage them to self-regulate their behaviour. We implement sanctions using a clear, transparent process that is regularly shared with parents and children. These sanctions are deliberately designed to allow children to redeem themselves; they should never humiliate a child, emphasise poor behaviour choices or label a child as being naughty.

- **STEP 1** - Silent, non-verbal warning (hand signal, eye contact, facial expression)

- **STEP 2** - A courteous verbal warning reminding the named child to make a good behaviour 'A' choice
- **STEP 3** - A formal verbal warning and an accompanying loss of increments of 1 min from the next playtime (or move to the time-out zone if the behaviour is on the playground).
- **STEP 4** - A further loss of minutes off break time if the child repeats the poor behaviour choice. Individual teachers will use their judgement as to whether the loss of break time is carried over to the next day – an excellent start to the day may mean there is no benefit in carrying over this sanction to the next day.
- When children have lost break time, they sit silently on the classroom carpet supervised by the class teacher or another responsible adult. The teacher may use their professional judgement to use this time as an opportunity for the child to reflect and/or take part in a restorative conversation.
- **STEP 5** - Children who repeatedly behave inappropriately will be referred to a Phase Leader or Year Group Leader for a **restorative conversation**. It is explained to the child that they have made a wrong choice. Feelings are attributed to the behaviour actions and not the child.
- **STEP 6** - Children who are repeatedly referred to a Phase Leader or Year Group Leader, or who have shown physical violence to another member of the school community are immediately referred to a deputy head teacher or the head teacher, who may inform parents as appropriate.
- **STEP 7** - Children who repeatedly behave inappropriately, will be referred to a member of the school management team and then be supported with an Individual Behaviour Plan with a tailored system of rewards and consequences best suited to the child's situation and behaviour. The individual behaviour Plan will be written and managed by the class teacher in conjunction with the SENCo. Parents would be informed so they are aware of their child's behaviour, can support the actions of the school and so that they can offer additional support at home. The SENCo would liaise with any outside agency as required (see school SEN policy).
- Children who display any of the following behaviours will immediately be referred to a member of the school management team; swearing, physical violence, bullying, sexism, damage to property, stealing, racism, homophobia, blatant refusal to follow instructions.
- **STEP 8** - At the head teacher's discretion, the use of an exclusion may be applied.

Around the school, some children are selected to take on additional responsibilities, such as class monitors, Year 6 Squaddies and Year 6 Guardians. These children are expected to be excellent role models for the rest of the school and to exhibit exemplary behaviour at all times. Children

who hold these positions and who behave poorly, or who are judged not be good role models for the rest of the school, may be removed from these roles at the discretion of the headteacher.

Whenever they are used, sanctions and consequences should:

- Be as immediate as possible
- Be presented as a choice – “You’ve chosen to ....”
- Be clearly explained – “We have a rule about following instructions because....”
- Be preceded by clear and unambiguous warnings (following the guidance set out in this policy)
- Use minimal language – keeping it simple and child friendly
- Not take away something a child has already earned

**3.4** To maintain discipline in lessons and in the wider school environment, school staff:

- Expect children to listen carefully to instructions. If they do not do so, they are told either to move to a place nearer the teacher/adult, or to sit on their own.
- Expect children to try their best in all activities. If they do not do so, the teacher may ask them to redo a task (often at a break of lunchtime).
- The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher/responsible adult stops the activity and prevents the child from taking part for the rest of that session.
- Encourage children to use the DEBUG system when problems arise in social situations, such as when spending time on the playground.
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**3.5** The school rules are clearly displayed and discussed within each classroom. In this way, every child in the school knows the very high standards of behaviour that we expect in our school. On the playground, the DEBUG system is used to support good behaviour and encourage children to independently problem solve. The DEBUG system is explained to children in assemblies and during PSHE and prominently displayed in areas of the school, including the playgrounds. Children are actively encouraged to use this approach to self-regulate their behaviours during playtimes, breaks and in social situations. When an incident occurs children are always asked, ‘Did you use DEBUG...?’

**3.6** 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. We do everything in our power to ensure that all children attend school free from fear. Refer to Anti Bullying Policy for more details

## **4. THE ROLE OF THE TEACHER**

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- 4.1** It is the responsibility of the class teacher to ensure that the school rules and expectation are referred to and enforced in their class, and that their class behaves in a responsible manner during lesson time. The teacher should teach children to use the DEBUG system and actively promote this as a route for the children to problem solve. The teacher must work to develop a positive relationship with all children under their care, (and with their parents and careers). We aim for children to want to please the teacher and other adults.
- 4.2** Teachers have the highest expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 4.3** Teachers treat each child fairly and enforce a positive approach to behaviour consistently. Teachers treat all children in their class with respect and understanding.
- 4.4** Teachers have responsibility to implement the rewards and sanctions fairly and consistently, ensuring that children are rewarded, recognised and celebrated for their achievements including good behaviour. Teachers must use the school Behaviour Watch system in a timely manner to record all incidents of poor behaviour.
- 4.5** Teachers liaise with external agencies, as necessary, to support and guide the progress of each child.
- 4.6** Teachers report to parents about the progress of each child in their class, in line with the whole-school policy, including concerns about a child's behaviour.

## **5. THE ROLE OF THE HEAD TEACHER**

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- 5.1** It is the responsibility of the Head teacher, to implement the school behaviour policy consistently throughout the school, and to report to governors termly through the head teachers report on the implementation of the behaviour policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.
- 5.2** The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.



- 5.3** The Head teacher keeps records of all reported serious incidents of misbehaviour.
- 5.4** The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour that put the health and safety of the child or other children at risk. For repeated or very serious acts of anti-social and/or dangerous behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **6. THE ROLE OF PARENTS**

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- 6.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2** We explain the school rules on the school website and we expect parents to read these and support them.
- 6.3** We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about a child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents are expected to support the actions of the school. If parents have any concern 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, a formal grievance can be submitted to the Chair of Governors.

### **Exclusions**

If a child is excluded from school, then it is the parents' responsibility to ensure that their child is not present in a public place during school hours, without reasonable justification during the first five days of each and every fixed period or permanent exclusion. This requirement applies whether or not the child is with the parent.

## **7. THE ROLE OF GOVERNORS**

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- 7.1** 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 Head teacher in carrying out these guidelines.
- 7.2** The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

## **8. FIXED-TERM AND PERMANENT EXCLUSIONS**

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- 8.1** Only the Head teacher (or a Deputy Head teacher acting for the Head teacher) have the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.2** If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher 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.
- 8.3** The Head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.
- 8.5** 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.
- 8.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

The Head teacher has the responsibility to arrange full time education for the child excluded from, and including the sixth day of any period of fixed term exclusion, of six days or longer.

## **9 MONITORING**

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- 9.1** The Head teacher monitors the effectiveness of this policy on a regular basis reporting to the governing body and, if necessary, making recommendations for further improvements.
- 9.2** The school keeps records of incidents of misbehaviour. The class teacher behaviour incidents on the school Behaviour Watch system. The Head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime/playground staff provide written details of any incident on a behaviour slip that is then recorded onto Behaviour Watch and copied to the class teacher.
- 9.3** The Head teacher keeps a record of any pupil 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 suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **10 REVIEW**

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- 10.1** The governing body reviews this policy bi-annually. The governors may, however, review the policy earlier than this, if so required.

**Signed:**

**Lucy Berry, Head Teacher  
Bourton Meadow Academy  
July 2020**