



BCA Behaviour and Exclusion Policy

Statement of general principles on behaviour and discipline

At BCA we value each individual and believe that the school has an important role to play, in partnership with the home, in nurturing high standards of care and concern for the common good. We want to promote positive attitudes towards good behaviour in all our children and believe that this can best be achieved in an atmosphere of respect and shared responsibility where pupils are encouraged by good example to give of their best at all times.

1. AIMS

1.1 To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.

1.2 To create the conditions for an orderly community in which effective learning can take place through establishing an acceptable standard of behaviour.

1.3 To foster mutual respect between all members of the school and the wider community, regardless of background, race or creed.

1.4 To help our children to understand the long and short term consequences of their actions, for themselves and for others.

1.5 To promote in all children a clear understanding of right and wrong.

1.6 To develop in our children an acceptance of social values and principles, and to encourage them to behave consistently in accord with them.

1.7 To improve children's self concept by developing self-awareness, esteem and confidence.

1.8 To develop an effective working partnership between parents and school as an aid to promoting good behaviour.

1.9 To create and maintain a happy, safe and relaxed environment for all members of the school community.

2. GUIDELINES

2.1 The school will seek to promote a positive atmosphere based on a sense of community and shared values.

2.2 The school will establish a set of values to determine good behavioural standards throughout the school.

These will include:

Telling the truth

Keeping promises

Respecting the rights and property of others

Acting considerately towards others, calculating the effect their actions are likely to have on them

Respect and acceptance of others and their differences

Working with and for others with sympathetic understanding

Taking responsibility for their own actions

Ensuring tasks/activities are completed

Encouraging self-discipline

Encouraging tolerance

Believing in human dignity and equality

Having the courage to defend a point of view and the determination to act justly

The school's values will reject:

- Bullying
- Cheating
- Cruelty
- Deceit
- Dishonesty
- Racism
- Irresponsibility

2.3 The school will establish a set of expectations derived from these values. The values will be promoted regularly through assemblies, circle time and the PSHCE Scheme, giving opportunities for discussion and reflection.

We take care of everyone and everything;

- So that the school is a happy place
- So that we can learn
- So that nobody gets hurt
- So that we are safe
- So that we stay fit and healthy

2.4 A coherent framework of rewards and sanctions, both of which will be clearly specified, will support the school's rules and expectations.

2.5 The school's system of rewards will be accessible to pupils of all abilities and the emphasis in our discipline system will always be on praise, given as often as possible in an appropriate manner.

2.6 Where a normally well-behaved child begins to display behaviour problems and the teacher suspects there may be an underlying cause, a brief written record of this should be kept so that information may be freely available for future reference.

2.7 Members of staff will make every effort to build up an understanding relationship with children in their care, forming the basis for initial judgments on the acceptable levels of achievement and behaviour for any individual. All members of staff have a responsibility for maintaining good standards of behaviour throughout the school and will endeavour at all times to promote the school values through their own actions and attitudes.

2.8 The Headteacher will ensure that staff, parents and pupils are aware of the aims of the school in relation to good behaviour.

2.9 All members of the school community will be encouraged to be alert to any signs of bullying or racial harassment and to report them to the Headteacher.

2.10 Children must feel assured that: any incident will be dealt with quickly, firmly and fairly; their progress through the school will be checked regularly and followed with interest; support and guidance will be available whenever needed; problems will be sympathetically but professionally handled.

2.11 All members of the school community will be encouraged to be aware of health and safety issues in relation to themselves and others.

3. EQUAL OPPORTUNITIES

3.1 Every member of the school community has an equal right to fair treatment and consideration according to the values expressed in this behaviour policy and all will have equal access to the specified system of rewards and sanctions.

4. HOME/SCHOOL LINKS

4.1 The school will establish strong channels of communication with parents – both formal and informal – to ensure the promotion of high behavioural standards.

4.2 The contents of this behaviour policy will be shared with parents and they will be encouraged to work in partnership with the school to ensure its successful implementation.

4.3 The school will work closely with support agencies to promote home/school links.

BEHAVIOUR CODE

5. REWARDS

5.1 The promotion of positive attitudes will be encouraged through the establishment of a common system of rewards, clearly understood by the whole school community:

Verbal praise and recognition of achievement will be used regularly in class. This may be accompanied by stickers or stamps of approval in the children's books, depending on the age and motivation of the child.

- For particular effort, good behaviour or achievement, children may earn house points or Dojo points.
- Each week the teacher may nominate an individual child, a group of children or a whole class to be receive a special award in celebration assembly each Friday.
- For sustained or exceptional good work or behaviour by the whole class, a class treat may be chosen at the end of term. The following is a list of suggestions, although a class may draw up its own choice list at the beginning of the school year:

A movie

A non-uniform day

A class disco

A toy/games afternoon

5.2 Because of the school's Health Policy, sweets will not form part of any reward.

6. SANCTIONS

If a pupil displays unacceptable behaviour, the following list of sanctions may be used.

Punishment should begin at as low a level along the continuum of sanctions as possible so that the distinction between minor and serious offences is clear to all.

- In the first instance, a child will be reminded quietly, politely but firmly of the accepted code of behaviour; always seeking to maintain positive relationships between staff/child in order to determine any underlying causes of behaviour. If the behaviour persists then teachers will refer to their agreed class rules and instigate their own sanctions. This may result in the child missing some of golden time that week or missing break times.
- Secondary school students may receive periods in detention for lateness, inappropriate behaviour or non-completion of homework.
- Secondary school students may also be put on a behaviour report. If this occurs, then parents are informed.
- Where work is poorly presented or clearly below the child's potential, the class teacher may ask for the work to be repeated, possibly during break times.
- Where any member of staff witnesses a misdemeanour that warrants further action, or seeks extra support the Class Teacher should be informed.
- At the discretion of the Class Teacher, any behaviour matter may be referred immediately to the Headteacher. The parents will be informed and invited into school to

discuss the problems and, hopefully, to formulate a consistent plan of action between home and school, in conjunction with any relevant outside agencies.

- Where a child is deemed to have Special Needs for behaviour problems, an individual behaviour plan, agreed by all concerned parties, may be drawn up.
- Where the school feels all avenues have been explored and a period of exclusion is warranted, the school guidelines for exclusion will be closely followed.

7. BEHAVIOUR MANAGEMENT

Most children react well to praise and there is inevitably something worthy of praise in all children. By constantly looking for new opportunities to encourage and new incentives for good behaviour, the need for punishment should be minimised and an atmosphere of mutual respect and care should prevail. School rules should be referred to along with school rewards and sanctions.

8. EXCLUSION

8.1 A decision to exclude a child is viewed as a serious decision. A decision to exclude a pupil should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

8.2 Only the Headteacher can exclude a child. The decision to exclude a child will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies.

8.3 The Headteacher may judge it appropriate for a child to be permanently excluded for a 'one off' offence, including:

- serious actual or threatening violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug; or
- carrying an offensive weapon