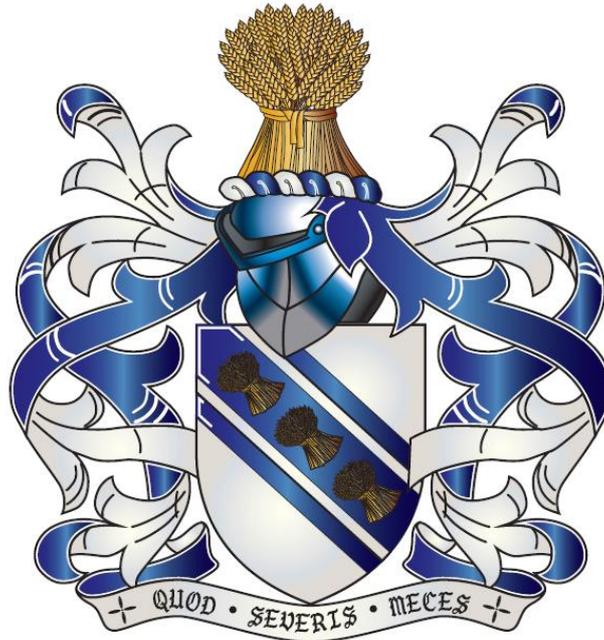


The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Behaviour Policy (2017-2018)

1. Aims and objectives of this Behaviour Policy

This Behaviour Policy aims to ensure The Bliss Charity School is a happy, caring, stimulating, positive and safe environment in which to learn and to work, where everyone can achieve their best.

The objectives of this policy are ...

- To develop pupils' self-regulation and self-discipline in managing their own actions and accepting responsibility for their decisions.
- To develop an ethos which recognises that all who learn and work at Bliss are valued, respected and supported.
- To provide a safe, secure environment where learning is exciting and enjoyable.
- To ensure the safety and wellbeing of all the children, staff and visitors to the school.
- To develop mutual respect for all members of the school and the local/global community.
- To develop effective links between teachers, parents and pupils.
- To ensure behaviour is managed positively and that inappropriate behaviour is dealt with effectively and consistently.

2. Our School's Approach: Behaviour at Bliss

The Bliss Charity School aims to develop excellent behaviour-for-learning in the classroom, as well as encouraging exemplary conduct between pupils and the world around them.

To achieve these aims the school has ...

- A 'Metacognition Programme' that is focused on the growth of effective learning behaviours and the creation of lifelong learners.
- 'RESPECT Rules' that aim to build and sustain positive relationships between children, adults and the wider community.

The 'Metacognition Programme' and the 'RESPECT Rules' work in together to form the behaviour expectations at Bliss.

The Metacognition Programme:

The school's 'Metacognition Programme' is focused on the development of excellent behaviour-for-learning, by encouraging children to acquire the core attitudes and skills needed to self-regulate and succeed as independent learners. A cyclical, whole-school calendar for the 'Metacognition Programme' is established; and the incremental acquisition of these attitudes and skills forms the school's main reward system for individual pupils (see section 4).

Attitudes					Skills				
Curious 	Empathetic 	Enthusiastic 	Independent 	Open minded 	Applying 	Aware of Learning Styles 	Collaborating 	Communicating 	Creating 
Pride in myself and others 	Reflective 	Resilient 	Responsible 	Risk Taker 	Making Choices and Decisions 	Questioning 	Reasoning 	Researching 	Self Managing 

RESPECT Rules:

The school's 'RESPECT Rules' (*Respect yourself, each other, our school, our community and our world*), are focused on conduct, setting high expectations for all members of the school community. To embed these rules, the separate elements of the 'RESPECT' motto are focused on at different times during the school year (e.g. Term 5 = *Respect our community*). Exhibiting the school's 'RESPECT Rules' is linked to the school's collective – house-based – reward system (see section 4).



With both the 'Metacognition Programme' and the 'RESPECT Rules' at the heart of the school's character development education and its spiritual, moral, social and cultural (SMSC) provision, pupils

at Bliss develop effective self-regulation regarding their learning - and towards each other - on their journey through the school. This can be seen in the excellent behaviour observed in lessons and around the school and the very low level of recorded misbehaviour incidents.

3. Best Practice Guidance: *Managing Behaviour Effectively*

To manage behaviour effectively, adults should ...

- Trust, listen, encourage, praise and respect every child as an individual.
- Plan and organise both the classroom and the lesson to keep pupils interested and to minimise the opportunities for disruption.
- Be aware of the children at all times by continually observing or 'scanning' the behaviour of the class.
- Be aware of their own behaviour, including stance and tone of voice.
- Treat everyone with courtesy, modelling the standards they expect from pupils.
- Look for things to praise: highlight desired behaviours by recognising positive conduct and good work.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours.
- Set the rules for classroom behaviour with the pupils, explaining why they are necessary.
- Target the right pupil(s), avoiding group reprimands/punishments.
- Ensure punishments are proportionate – use the misbehaviour definitions in section 5 and the associated consequences/sanctions for reference and consistency.
- Treat each incident as a new one, without pre-conceived ideas about certain children.
- Be aware of the messages that children receive from adults' actions and ensure a calm, consistent approach.
- Investigate incidents thoroughly, avoiding jumping to conclusions.
- Condemn the act and not the person, criticising the behaviour and not the individual.
- Use private rather than public reprimands whenever possible to avoid embarrassment, humiliation and stigmatisation.
- Try to deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it discretely and without the child being shown up.
- Use the consequences and sanctions in the school's Behaviour Policy consistently: adults must never ...
 - Punish through denying access to the full curriculum (e.g. missing PE).
 - Use extra work as a punishment (e.g. more mathematics).
 - Use corporal punishment under any circumstance.
 - Punish children by leaving them on their own without adult supervision.

4. Incentives and Rewards: Encouraging and celebrating excellent behaviour-for-learning and good conduct

A series of positive incentives and rewards exist to celebrate pupils' achievements and to encourage them to exhibit the skills and attitudes in the 'Metacognition Programme' and the values in our 'RESPECT Rules'. They are ...

<p>Praise</p>	<p>Silent gestures (e.g. smiling, thumbs-up), verbal praise and public acknowledgement are used frequently by all school staff to recognise pupils' achievements positively and to encourage the learning behaviours and conduct desired at Bliss.</p>
<p>Class-based rewards</p>	<p>Individual class teachers have their own class-based rewards to recognise good behaviour, achievement and effort. These can include: table points, stickers, extra 'free time'/'Golden time'. These are specific to each class; they are aligned to the needs of each cohort and the teacher's own style. Each teacher is consistent in how they use these rewards within their classroom.</p>
<p>Golden Time</p>	<p>'Golden Time' is used as a reward for working hard and behaving well during the week. During 'Golden Time' pupils can choose from a range of activities, which can include: art, play, sports, music and IT. Individual class teachers have discretion regarding how much time to give to the whole class/individuals and when 'Golden Time' is awarded. Each teacher is consistent in how they use this reward within their classroom.</p>
<p>House Point Tokens</p>	<p>Pupils who exhibit the school's 'RESPECT Rules' can be rewarded with 'House Point Tokens'. These are issued in house colours: yellow (Air); green (Earth); red (Fire); blue (Water). 'House Point Tokens' are collected in every classroom. House Captains count the tokens in each room regularly and these are added to the 'House Board' in the hall. The winning house at the end of the year receives the 'House Shield'. 'House Point Tokens' are given generously by all school staff as a way of managing behaviour positively.</p> 

Metacognition Awards	When pupils demonstrate the attitudes and skills within the school's 'Metacognition Programme' they receive a token for that particular attitude or skill. Accumulating ten tokens (across all twenty attitudes and skills), is recognised in fortnightly Key Stage Celebration Assemblies, which parents/carers are invited to. Accumulating ten tokens in one particular attitude/skill results in the award of a special 'Metacognition Sticker' to recognise that a particular attitude/skill has been mastered. These stickers are collected on special 'Metacognition Certificates' that stay with pupils on their journey through the school. Metacognition awards are high-value and aspirational; they are given for exceptional behaviour-for-learning.
Headteacher Awards	Excellent work, effort or behaviour can be rewarded by the headteacher. It is up to school staff to decide if a pupil deserves this special level of recognition. Pupils who are nominated for a 'Headteacher Award' receive a special Headteacher Stamp on their work (if appropriate), a Headteacher Sticker and a Headteacher Certificate.
Privileges	Pupils who exhibit Bliss' skills, attitudes and values earn the right to attend before-school clubs and after-school clubs, to be considered to represent the school (e.g. in sports teams and at special events) and to hold positions of leadership/trust (e.g. School Council or Sports Crew).

5. Consequences and Sanctions: Addressing inappropriate behaviour-for-learning and poor conduct

School staff should seek to manage behaviour positively in the first instance by using the incentives and rewards listed above (section 4). Furthermore, school staff should adhere to the expectations in section 8 (and section 9 for senior leaders) of this policy, as well following the best practice guidance in section 3, to prevent the need to use the consequence and sanctions below.

Misbehaviour at The Bliss Charity School is defined as being either 'minor', 'moderate' or 'extreme':

Minor	Moderate	Extreme ¹
<ul style="list-style-type: none"> • Repetitive low-level disruption in lessons. • Repetitive low-level flouting of school rules. • Consistent absence of good behaviour-for-learning. 	<ul style="list-style-type: none"> • Significant, deliberate disruption. • Misbehaviour that results in injury/damage. • Rudeness/aggression towards other children and/or adults. 	<ul style="list-style-type: none"> • Malicious, aggressive behaviour, leading to injury/damage. • Foul language. • Bullying.

A series of consequences and sanctions exist to discourage pupils from misbehaving. The sanctions exist as a deterrent for future misbehaviour and so that reparatory actions can be undertaken to improve/resolve the situation for all involved.² They are ...

Warnings	<p>In the first instance, low-level misbehaviour will be addressed discreetly with a disapproving 'look' or reference to appropriate behaviour being modelled by others. If this does not suffice, a discrete, verbal warning is given.</p> <p>A repeat instance of low-level misbehaviour results in a final warning – this might be recorded in the amber part of the traffic light display or on the whiteboard in the classroom. At this stage, the child may be asked to move away from sources of</p>
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¹ Pupils found to have made malicious accusations against school staff will be disciplined under the schools 'extreme' behaviour procedures – specific/special needs of pupils will be taken into account (see below).

² The specific/special needs of pupils will be used to determine the appropriate level/nature of the consequence/sanction - adjustments will be made on an individual, case-by-case, basis so no child is discriminated against unfairly.

	<p>distraction/antagonism for their own benefit – or be supervised more closely by an adult – in order to prevent a more serious consequence. Parents/carers might be informed if this sanction is used.</p> <p>Another repeat instance of low-level misbehaviour is categorised as ‘minor’ misbehaviour and it will result in one of the sanctions below. This may be recorded in the red section of the traffic light display or on the classroom whiteboard. Future behaviour may now be monitored by the class teacher, or a senior leader, for a fixed period of time to ensure behaviour improvements take place.</p>
Loss of ‘free time’ or privileges	<p>‘Moderate’ misbehaviour - or ‘minor’ misbehaviour - can result in the loss of ‘free time’ or privileges. This includes:</p> <ul style="list-style-type: none"> • <i>Losing playtime or part of lunch-time.</i> • <i>The loss of ‘Golden Time’.</i> • <i>Losing the right to attend a school club.</i> <p>If ‘free time’ is removed, pupils will complete unfinished tasks or repeat/improve unsatisfactory work. This may also involve pupils reflecting on their misbehaviour and considering the consequences of their actions – this could include completing some reparatory work (e.g. apology letter, setting behaviour targets) to improve/resolve the situation. A senior leader may be consulted. This incident is recorded. Parents/carers are usually informed if this sanction is used. Future behaviour is monitored by the class teacher and/or a senior leader for a fixed period of time to ensure behaviour improvements take place.</p>
Detention	<p>‘Extreme’ misbehaviour - or ‘moderate’ misbehaviour - can result in a detention. Detentions are run at lunch-times (never before/after school) by senior leaders. Detentions involve pupils spending their lunch-time(s) reflecting on their misbehaviour and considering the consequences of their actions – this will usually involve completing some reparatory work (e.g. apology letter, setting behaviour targets) to improve/resolve the situation. This incident is recorded. Parents/carers are informed if this sanction is used and they may be invited into the school to discuss their child’s conduct. Future behaviour is monitored by a senior leader for a fixed period of time to ensure behaviour improvements take place.</p>
Internal exclusion	<p>‘Extreme’ misbehaviour can result in an internal exclusion. In this instance, a child is removed from their classroom and is educated elsewhere within the school, away from other pupils, for a fixed period of time – supervised by a member of school staff, usually a senior leader. This incident is recorded. Parents will be invited into school at this stage to discuss their child’s conduct with the headteacher.</p> <p>Persistent incidents of ‘extreme’ behaviour that result in regular isolation will lead to the establishment of a ‘Behaviour Plan’: this is an agreement between the pupil, staff and parents/carers outlining how the child’s conduct can be improved and how the adults in school/at home can assist. External agencies (e.g. behaviour specialists) may be consulted at this stage to help the school provide the best support for the child.</p>
External exclusion	<p>External exclusions – either temporary or permanent – are reserved for the most serious incidents of persistent misbehaviour. At this stage, the Governing Body will assist school leaders and parents/carers in resolving this situation in the best interests of the pupil and the school. Local Authority procedures will be followed.</p>

6. The Role of Pupils

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To be responsible for their own actions.
- To follow the instructions of the school staff.
- To take care of school property and the property of others.
- To co-operate with other children and adults.
- To complete work within a reasonable timeframe and to a good standard.
- Follow the school rules in the classroom and on the playground.
- To be honest about mistakes and their own misbehaviour; and to not make malicious accusations against other children/staff.
- To follow the school's 'RESPECT Rules' and try to acquire the metacognition attitudes and skills.

7. The Role of Parents/Carers

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To be aware of the school rules and expectations.
- To support the school in the implementation of this Behaviour Policy.

8. The Role of School Staff

- To manage behaviour positively and be a good role model.
- To deal with inappropriate behaviour immediately, never ignoring it.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To try to deal with situations personally in order to enhance own credibility and authority.
- To create a safe and pleasant environment, physically and emotionally.
- To use the rewards and sanctions within this Behaviour Policy consistently.
- To support perpetrators/victims of misbehaviour with appropriate pastoral care.
- To share behaviour strategies/concerns with other staff and agencies to ensure effective transition or support.
- To form good relationships with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To be consistent but aware of pupils' individual and special needs.³
- To record incidents of misbehaviour on The Bliss Charity School's 'Incident Form – Behaviour and Online Safety' (see Appendix 1).
- To use the best practice guidance (section 3) to create, manage, support and reinforce behaviour positively.
- To only use physical restraint to keep the pupil/others safe and to adhere to the *Team-Teach* positive handling procedures when doing so.

³ The specific/special needs of pupils will be used to determine the appropriate level/nature of the consequence/sanction - adjustments will be made on an individual, case-by-case, basis so no child is discriminated against unfairly.

9. The Role of Senior Leaders

- To be role models, exhibiting exemplary personal behaviour and demonstrating best practice in behaviour management.
- To assist other members of staff with following and applying this policy consistently, offering peer support and mentoring/coaching on behaviour management.
- To plan opportunities to share, communicate and discuss behaviour expectations in the school curriculum and calendar.
- To assist and supervise other staff members in recording incidents of misbehaviour on The Bliss Charity School's 'Incident Form – Behaviour and Online Safety'.
- To log and monitor incidents of misbehaviour on the school's 'Incident Log – Behaviour and Online Safety' (see Appendix 2).
- To supervise detentions/exclusions as required, ensuring pupils have an opportunity to reflect on their misbehaviour and consider the consequences of their actions by completing some reparatory work (e.g. apology letter, setting behaviour targets) to improve/resolve the situation.
- To enforce this Behaviour Policy outside of the school premises when the pupil is:
 - *Taking part in any school-organised or school-related activity or*
 - *Travelling to or from school or*
 - *Wearing school uniform or*
 - *In some other way identifiable as a pupil at the school or*
 - *Behaves in way that could have repercussions for the orderly running of the school or the school's reputation.*
- To confiscate prohibited items that are found on the school site.⁴
- To work with parents/other agencies in managing and improving 'extreme' misbehaviour.
- To support members of school staff who have been subject to malicious accusations and arrange suitable pastoral support.

10. The Role of the Governing Body

- To ensure this policy adheres to the latest statutory guidance and legislation.
- To ensure this policy meets all regulations concerning equal opportunities.
- To support the headteacher, senior leaders and school staff in implementing and applying this policy.
- To liaise with the headteacher to ensure that the policy is implemented fairly and with sensitivity.
- To consider all representations from parents regarding this policy.
- To monitor behaviour and hold school staff and senior leaders to account for the highest standards of behaviour.
- To assist school leaders and parents/carers in resolving 'extreme' cases of misbehaviour in the best interests of the pupil and the school.
- To evaluate the effectiveness of the school's behaviour strategy.

11. Inclusion

This Behaviour Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

⁴ Prohibited items include: weapons, drugs, alcohol, smoking/vaping items, stolen goods, fireworks, pornographic materials, articles that have been used/are likely to be used to commit an offence, electronic devices that may be used in cyber-bullying incidents and items banned by the school.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

The specific/special needs of pupils will be used to determine how this Behaviour Policy is applied. Expectations and sanctions will be adjusted to meet the needs of individuals on a case-by-case basis so no child is discriminated against unfairly.

This Behaviour Policy will be carried out in accordance with the SEN Code of Practice 2014.

12. External Agencies

External agencies (e.g. behaviour support specialists) may be consulted to help the school provide the best support for children who have persistent behavioural difficulties. This will be done in collaboration with parents/carers. Local Authority procedures will also be adhered to in cases of external exclusion.

13. Other Policies

The school’s Anti-Bullying Policy should be read alongside this document.⁵

14. Review

The governing body will monitor and review this policy every year.

15. Guidance

This Behaviour Policy has been written in accordance with the *Department for Education (DfE)* document ‘Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016).’

Signature: (Chair of Governors)

Print Name: Date:

Signature: (Headteacher)

Print Name: Date:

⁵ In-line with the recommendations from the *Anti-Bullying Alliance*, the Anti-Bullying Policy is a stand-alone policy.



The Bliss Charity School



Incident Form – Behaviour and Online Safety

Type of Incident: <input type="checkbox"/> Misbehaviour <input type="checkbox"/> Online Safety <input type="checkbox"/> Misbehaviour and Online Safety	Is this a bullying incident? Apply STOP : <u>Several Times On Purpose</u>	YES	NO	NOT SURE
	Is this a hate incident? Racism/LGBT/Extremism	YES	NO	NOT SURE
	Is this a safeguarding incident? If YES, follow the school's safeguarding procedures.	YES	NO	NOT SURE
Where did this incident take place? <input type="checkbox"/> In-school (classroom) <input type="checkbox"/> In-school (break/lunch) <input type="checkbox"/> In-school (before/after) <input type="checkbox"/> Outside of school	Incident Rating: Minor <ul style="list-style-type: none"> Repetitive low-level disruption in lessons. Repetitive low-level flouting of school rules. Consistent absence of good behaviour-for-learning. Accessing online content that is not age-appropriate. 	Incident Rating: Moderate <ul style="list-style-type: none"> Significant, deliberate disruption. Misbehaviour that results in injury/damage. Rudeness/aggression towards other children and/or adults. Risky online behaviour. 	Incident Rating: Extreme <ul style="list-style-type: none"> Malicious, aggressive behaviour, leading to injury/damage. Foul language. Bullying. Unsafe behaviour online. Cyberbullying. Online hate incident. 	
	Details of the incident, including any investigation and actions that followed ...			
<div style="float: right; width: 20%; padding-left: 10px;"> Things to report ... Who was involved? Include victim, perpetrators and witnesses. Summary of evidence gathered. Adults involved in reporting, investigating and taking action on this incident. Details of actions taken and by whom. Consequences and communications that followed the investigation. </div>				
What sanction was given? <input type="checkbox"/> N/A <input type="checkbox"/> In-school punishment <input type="checkbox"/> Internal exclusion <input type="checkbox"/> External exclusion	Intended impact of actions taken ... Include monitoring arrangements and success timescale			
Date:	Your name:	Senior Leader:		

Appendix 2

Incident Log - Behaviour and Online Safety (MASTER) - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW

Clipboard Font Alignment Number Styles Cells Edit

19

	A	B	C	D	E	F
	Date	Type of incident	Is this a bullying incident?	Is this a hate incident?	Is this a safeguarding incident?	Where did this incident take place?
1			Apply STOP Criteria Several Times On Purpose	Racism LGBT Extremism	If YES, this must be reported in-line with the school's safeguarding procedures	
2						
3						
4						
	G		H		I	
	Incident rating		Brief outline of the incident and any investigation		Who was involved?	
1	Minor Moderate Extreme		Include summary of evidence gathered		Include victim, perpetrators and witnesses. Record adults involved in reporting, investigating and taking action on this incident.	
2						
3						
4						
	J	K		L	M	
	What sanction was given?	Details of actions taken and by whom		Intended impact of actions taken	Evaluation	
1		Include consequences and communications that followed the investigation		Include monitoring arrangements and success timescale		
2						
3						
4						