



Bagthorpe Primary School

Behaviour Policy

Reviewed: 18.11.2025

Other key documents to be read in conjunction with this policy:

- Anti-bullying Policy
- Positive Handling Policy
- Child Protection Policy
- SEND Policy
- SEN Information Report

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Bagthorpe Primary School

Behaviour Policy

At Bagthorpe Primary School, we seek to maintain a family atmosphere and an ethos, which all members of the school community work together to maintain. This ethos encourages the children to feel good about belonging to the school and motivates them to behave and to do well.

Whilst we use rewards and sanctions, the mainstay of our behaviour policy is expressed through the Core Values, which underlie our ethos and are themselves our code of behaviour:

Our 7 Core Values

Moral Purpose

We aim to do what is good and to be positive in everything, showing respect and care for others, across cultures, distance and generations; our environment, both near and far, and ourselves, our health and well-being.

Humility

We seek to do our personal best without showing off and we encourage others to achieve their best without being critical or jealous of their efforts.

Compassion

We look after each other and care for those who are in difficulty and who are hurting, recognising that the world does not exist for us alone.

Integrity

We always tell the truth and can be trusted to be honest, to say what we mean and mean what we say.

Accountability

We accept responsibility for the things that we say, think and do understanding that actions and choices have consequences.

Courage

We do the right thing, even when it's hard; we stand up for the weak and we are brave in facing our fears and finding ways to defeat them.

Determination

We work hard and never, ever, give up because this is essential if we are to achieve anything worthwhile.

Our Approach: Fairness and clear boundaries are a priority. We therefore ensure that children are dealt with fairly and investigate incidents thoroughly to minimize the chance of a child being wrongly accused. Boundaries are made clear even when children are small. We refuse to tolerate any unsociable or aggressive behaviour from the moment children join us and we allow no excuses for it.

We also stress the importance of **telling the truth** and the seriousness of lying. We want children to understand that even when things go wrong, they must tell the truth, and that whilst they must accept the consequences of their actions, we will help them to do what they can to put the situation right.

Similarly we believe that **every day is a new day** and that children should be given a chance to move forward positively.

Working with Parents: Parents and governors have a central support role to play. We intend that parents should be actively involved in all matters concerning their child, both positive and negative. Parents are contacted if their child's misbehaviour is felt to be serious enough or if a child has been seriously upset by being in trouble. Teachers and the Head Teacher, in particular, are always available to discuss a child's behaviour and welcome parental interest and involvement. We fully anticipate their active support when sanctions and discipline are required. Whenever we require particular support from parents, this will be requested in a sensitive and professional manner with parents sharing in the ultimate solution.

Whenever there are breaches of discipline in school, these should be dealt with by the member of staff present at the time. However, the class teacher will need to be kept fully informed. Should a child's behaviour cause further concern then it should be brought to the attention of the Deputy Head Teacher or the Head Teacher, who may feel it is appropriate to arrange an interview in school for the parents. The Family Support Teacher may also be involved.

If a child damages school property as a result of inappropriate behaviour, the Governors reserve the right to seek reparation.

The Local Authority procedures for the exclusion of children will be implemented when appropriate.

Rewards and Sanctions: We aim to make our school a place where high standards are expected at all times and spend more time and effort praising and rewarding good behaviour, than on negative behaviour. We use rewards and sanctions to encourage good behaviour and to deal with and minimise misbehaviour. In this way, we maintain an environment where children can learn, grow and achieve, enjoying school, knowing it to be a safe place, where misbehaviour of any description will be dealt with.

In relation to this, there are specific practical arrangements and procedures, which are clarified below:

Rewards: We want to recognise, acknowledge and commend high standards and we do this through:

Non-Verbal Encouragement

- Smiling and nodding;
- General positive body language.

Personal Encouragement

- Individual discussion;
- Praise and thanks from adults;
- Praise with reference to rules and routines;
- Written comments on work;
- Stickers

Shared encouragement

- Sharing of good work/behaviour with class, group, other classes, staff;
- General praise and encouraging children to praise each other;
- Acknowledging children's skills and strengths;
- Achievement Assembly;
- Awards and Certificates.
- Telling child to inform parents;
- Individual, group or class target setting;

Rewards

- Stars or stickers;
- In-class reward system;
- Showing of work to members of staff other than class teacher;
- Informal comments to parents;
- Display of work in class.

Special Rewards

- Achievement Assembly;
- Additional praise from other staff;
- Display of work in other areas of school, eg, corridor, hall;
- Visit Head Teacher personally;
- Head Teacher stickers/awards or prizes;
- Head Teacher letter posted to parents

Sanctions: Misbehaviour is taken seriously and we have the following sanctions:

In the classroom....

- Non-verbal disapproval;
- Verbal disapproval;
- Removal to another part of the room;
- Removal from other children;
- Miss breaktimes;
- Removal to another classroom (with work);
- Sent to the Head Teacher;
- Parent(s)/Carer(s) contacted.

Moving about the school....

- Sent to repeat action correctly (eg, walking, not running);
- Miss break if persistent or dangerous;
- Report to teacher or Head Teacher as appropriate.

Outside....

- Verbal warning;
- 'Time out' in playground;
- Sent to stand outside Staff Room;
- Miss following breaktime(s);
- Report to Class Teacher;
- Report to Head Teacher;
- Report to parent(s);
- Monitor outside behaviour.

Dinner times....

- As above;
- Record incident in Lunchtime Behaviour Book;
- If misbehaviour persists, or is deemed extreme enough on a one-off basis (eg, verbal abuse towards a Midday Supervisor), a child may be given a fixed term exclusion (ie, a certain number of days) from dinner times. This means that parents must make arrangements for their child to be escorted from the school premises at 12noon and returned at 1.00pm.

Persistent and Serious Misbehaviour: Serious breaches of discipline are reported to the Head Teacher and recorded on My Concern. This provides a record of action taken and also a reference point if poor behaviour continues and further action has to be taken.

If a child misbehaves regularly and fails to respond to initial action, the child's behaviour will be monitored and the child may be provided with an Individual Behaviour Plan to help improve his/her behaviour. This would be discussed with parents and all staff made aware of it.

Exclusions: Very serious misbehaviour may result in the Head Teacher excluding a pupil. This will usually be a fixed period exclusion, however, in rare situations a permanent exclusion may be required. Any exclusion will be administered in accordance with official government and Local Authority procedures.

Physical Restraint: The school maintains the right to physically restrain a pupil (in accordance with official guidance) if the child is deemed to be a threat to their own or other's safety.

Outside Agency Support: In some circumstances, and especially where children are emotionally and behaviourally disturbed, the following people may be contacted to provide extra support and advice:

- School Behaviour & Attendance Partnership;
- Schools & Family Specialist Services;
- Family Service;
- Educational Psychologist;
- School Nurse.

Conclusion: We trust that all members of the school community will support the school's Behaviour Policy and help us not only to maintain Bagthorpe as the very well-behaved school it is, but to improve it even further, so that our children can **learn** for life, **grow** together and **achieve** their very best.

Signed: _____ <i>(Chair of Governors)</i>	Signed: _____ <i>(Head Teacher)</i>
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Date: _____	Date: _____
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