# Binsted CE Behaviour Policy

**Faith, Hope and Love**

At Binsted Primary school we expect 'all pupils to show respect and courtesy towards teachers and staff and towards each other'.

**Rationale**

- Good behaviour helps to promote a positive learning culture enabling children to make the most of their teaching and learning opportunities. It is essential that the whole school community knows what standards of behaviour are expected and what support and action will be taken in the fulfilment of those aims.
- At Binsted we will make our expectations clear and explicit to all ages groups including our Rewards and Sanctions. We believe that continuity across the school is vital and therefore the whole school community will follow the same outlined policy.
- This policy sets out the principles that will guide individual decisions about behaviour matters.

**Our aims**

- To lead by example by consistently modelling good behaviour through our interaction with adults and children.
- To ensure quality of the curriculum is sound and stimulating with good teaching, good record-keeping and assessment to help improve good behaviour or notice any sudden change in behaviour.
- Children to develop and learn self-discipline with motivation coming from an enthusiastic and involved attitude towards all aspects of their school life.
- The school's Behaviour Policy is one that all children are expected to follow and is intrinsically linked to the school's curriculum within the Personal, Social and Emotional Curriculum.
- Binsted's Behaviour Policy applies both on and off-site, including on educational visits.
- Clear class rules which the children have helped to compile will give a sense of ownership and are clearly displayed within each class.
- At the start of every year, each class signs up to their own agreed set of principles which the children will display in the classroom.
- Positive reinforcement of desired behaviours is noticed and praised, 'catch them being good' ethos.
- Clear understanding of choice within the children's actions with subsequent consequences and sanctions.
- The encouragement and development of independent learning has much to contribute to children's behaviour. Shared and guided planning ensures involvement of the pupil as well as a higher level of commitment.
- To reinforce behaviour management with a half termly assembly to KS1 and KS2. To ensure collective ownership of behaviour.

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**Rewards update Sept 26**
**The criteria for giving rewards and recognition in all classes are as follows:**

- Rewards must be obtainable by all; there must be equal opportunity.
- Rewards are for effort and improvement on an individual basis.
- Whole class rewards are allocated on an agreed class basis for acts of generosity, kindness and being a good citizen, this will result in a marble in the jar. Once the agreed target has been met, the class will receive a reward, example, extra play, art activities etc.

**House point system**
House points are awarded for good behaviour, positive attitude to learning, effort and achievement; and showing respect towards other people. House points can be issued by any member of staff including our Lunchtime Supervisors and class volunteers.

- House points certificates are awarded as follows:
  - Bronze certificate for 15 points
  - Silver certificate for 30 points
  - Gold certificate for 50 points
  - Diamond certificate for 75 points
  - Platinum certificate and a rubber for 100 points
  - Ruler = 150 points
  - Pen = 200 points

**Sanctions**
Sanctions have a part to play in any learning situation, for sanctions to be effective they must be fair, clear and age appropriate.

**Years R to Year Six**

- Each class has a traffic light system or cards in the classroom. All children start on the green light at the beginning of each session.
- One verbal warning will be given if children break class/playtime rules.
- On the second verbal warning the child moves to the amber traffic light.
- Another verbal warning and the child will move to the red traffic light and have time out in minute increments in class or if more appropriate they will miss five minutes at break time.

At the discretion of the teacher the parents will be contacted by phone or spoken with at the end of the day as appropriate. If the behaviour continues the Headteacher will contact the parents and arrange a meeting.

**Lunchtime and Breaks**

The same consistent warning approach is used to ensure continuity for staff and children.

- Staff will issue one verbal warning.
- If unwanted behaviour continues the child will move to stand or sit by duty staff for up to 5 minutes. (Amber)
- If after this time the behaviour continues the child will be sent to the staffroom, with a note. (Red)
- The duty member of staff will report incidents as appropriate to the class teacher, as well as making a note in the behaviour book (and recorded on our Child Protection Online Management System, CPOMS, if appropriate) which will be kept in the first aid tin.

**Inappropriate language**

Any language which is in contradiction to Hampshire and DFE inclusion and diversity guidelines will always be challenged, officially logged on CPOMs and collated by the Admin Officer so that it can be recorded on Hampshire Rights and diversity education, RADE returns. Parents will always be notified so that we can discuss the inappropriate language and work together to support the child.

**Serious inappropriate behaviour**

This will result in the child being sent directly to the Headteacher or the Phase Leaders and parents will be informed via letter, email or telephone. If the child continues with the inappropriate behaviour the parent will be requested to attend a meeting with the Headteacher. If after the meeting there is not an improvement the parents may be asked to sit with the child in class and a home/school correspondence book will be set be started.

**Bullying**

We have a clear agreed anti-bullying policy which outlines our actions if behaviour is linked to bullying actions for the individual pupil and or for other pupils.

**Additional and further support for children**

Children whose behaviour gives continued cause for concern may have an Individual Behaviour Management Plan agreed in conjunction with the child and parents as appropriate. All staff will be involved in the execution of the plan.

If appropriate, and in agreement with the parents, we will use a home school link book to communicate how the child has been that day. We will record positive as well as negative actions. The home link book will only include actions pertaining to the child.

**Outside support**
The school may be ask for support agencies such as the family support worker, educational psychologist, behaviour support team, school nurse or doctor, to help identify the causes of unacceptable behavioural problems.

**Breakages**
If breakage occurs to school property, the school may ask parents to contribute to the cost of repair or replacement.

**Internal Exclusions within school**

- Pupils will be removed from their class and spend an extended time (sand timer set up) in either another class or if appropriate to the Headteacher's office. Parents will be informed in this event.

**Exclusion from school**

- Exclusion from school is used only as a last resort when persistent inappropriate behaviour (physical and verbal) prevents the school from achieving its aims for other pupils; or for an extreme act of violence towards staff, pupils and school property. It is the responsibility of the Headteacher to recommend a temporary exclusion and inform the Chair of Governors. This will then be reported at the next full governing body meeting.
- Permanent exclusion will only be undertaken in full consultation with Hampshire County Council and the Full Governing Body.

Reviewed and amended date September 2026

Review date September 2027

**GOVERNORS' DISCIPLINE STATEMENT**
The School operates within the context of a safe and caring environment. To successfully maintain its operational standards, clearly defined codes of behaviour are set out. The whole School community is required to respect both the behavioural codes and all other members of the community.

Where behaviour falls outside the limits of that which is normally accepted, the School will act to ensure that the situation is immediately addressed. Such inappropriate behaviour may result in

sanctions if the need is demonstrated. Equally and importantly good behaviour will be applauded and, where appropriate, reinforced in a constructive and positive way.