



# Benson Community School

*There are no limits to what you can achieve*



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## Behaviour Policy and Statement of Behaviour Principles, Inc Anti Bullying

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# **Benson Community School**

## Our Mission Statement

‘There are no limits to what you can achieve’

## **Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- To provide a **holistic environment** where children can develop socially, emotionally, physically, and academically in a safe and secure environment
- To foster caring attitudes and to **celebrate diversity** so achievements in all areas are acknowledged
- To encourage increasing **independence** and **self-discipline**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils



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- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## **Our School Aim**

Good behaviour is central to all we do in our school, high standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. We work to create a positive learning environment within the school, that ensures our approach to behaviour management and discipline is consistent, and understood by all the school staff, pupils and parents.

All members of staff will set high standards and pupils given clear guidance on what is expected of them. All children will know the '5 Benson Bee Values' and these will underpin and reinforce good behaviour. We will work in partnership with parents/carers to ensure that the school's values become central to the lives of our pupils. The Home and School Agreement will promote this policy.

## **Roles and responsibilities**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

### **The Governing Board**

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Board will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.



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## Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

## Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Pupil code of conduct

Pupils are expected to follow the **five Benson Bees**:

### Our School Values



- **BE RESPECTFUL** to everybody and everything.
- **BE RESPONSIBLE** with your thoughts, words and actions.
- **BE RESILIENT** and always try your best!
- **BE REFLECTIVE** resolve problems by talking and listening to sort things out.
- **BE REMARKABLE** and recognise success in yourself and others.

FOLLOW THE 5 BE'S TO BE THE **BEST BENSON BEE** YOU CAN BE!!!



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## Good to be a Benson Bee system



### The 'Good to be a Benson Bee' system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

### Classroom visual display:

- All pupils have a pocket with their name on
- All pupils start with a green card in their pocket each day
- The school rules and values are displayed on display boards as a reminder.

### Teacher Responsibilities

The Class teacher is responsible for ensuring that behaviour is appropriate within the classroom and communal areas. Teachers to ensure that 'behaviour for learning' is planned and integrated into their classroom practice.

### Positive Rewards

Positive behaviour will be rewarded with:

- Praise
- Raffle tickets
- Letters or phone calls home to parents
- Privileges
- House points
- Congratulation Assemblies: certificates are given each week and can be linked to exemplary behaviour, improvements in attitude etc. as well as good work.
- Stickers



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## Privileges

Children that show good behaviour and are consistently 'on green' can be rewarded privileges at random. Privileges tokens can be placed in the good to be green display.

This is an example of a class privileges list, however the list may vary depending on class and year group. Privileges can be used within that school week and when they have been used the tokens are removed from the display. If a child chooses to wear non-school uniform, this privilege will take place on a **Friday**.



### Class Privileges

**'It's good to be a Benson Bee!'**

*If my teacher rewards me with a Privilege, I can pick...*

- Sitting with a cushion
- Use the teacher's pen for the day
- Wear non-school uniform on Friday
- Use the teacher's chair/ special chair
- Time in (as opposed to time outside)
- Pick children to answer questions (be the teacher!)
- Take the register with the teacher
- Have first choice of golden time activity
- 5 minutes extra golden time with a friend
  - Use a chair during carpet time
- 5 x raffle tickets (to enter raffle for privilege tub)
  - Sit with a friend for 30 minutes



## Class Dojos

Class Teachers will have the choice whether to use Class Dojo as a positive reward in their classrooms. Class Dojo is an interactive website which allows the Class Teacher to award pupils 'dojos' (points). This can be linked to raffle tickets. For example; the pupil with the most dojos may receive extra raffle tickets to put into the privilege draw.

## Responsibilities:

If a child consistently promotes good behaviour across the school, they may be asked to be monitors within their class or have wider responsibilities. When selecting children for roles such as; FAB, House Captains and UNICEF monitors, class teachers will always keep in mind how pupils move around the school and whether they promote good behaviour.



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## How does the ‘Good to be a Benson Bee’ system operate for KS1 and KS2?

Original Policy Pre: Covid-19

Every child begins on a <b>Green card</b> at the beginning of the day.
<b>Step 1:</b> Three recognitions of good choices and 1 <sup>st</sup> rule reminder.
<b>Step 2:</b> 2 <sup>nd</sup> verbal rule reminder
<b>Step 3:</b> Yellow card This card can be turned back to Green!
<b>Step 4:</b> 2 <sup>nd</sup> Yellow card Time taken away from playtime <b>This card can be turned back to Green!</b>
<b>Step 5:</b> Red card issued - <b>Phone call to parents and detention!</b> <b>If more than one Red card is issued in a week, parents will be notified by a 1<sup>st</sup> letter.</b> <b>2<sup>nd</sup> and 3<sup>rd</sup> letters home with escalating consequences will be sent home if pupil consistently receives Red cards.</b> SLT to support with this process

Behaviour		Not following the 5 Benson Rules
<ul style="list-style-type: none"> <li>• Out of seat/calling out/interrupting the teacher during whole class lessons/ loud noises/ interrupting other children</li> <li>• Not listening</li> <li>• Inappropriate language(not aimed at other people)</li> <li>• Not keeping hands and feet to themselves</li> </ul>	<b>3 x well done and first rule reminder.</b>	Well done _____ for doing the right thing’ ‘Well done _____, great listening’  ‘____ name____ you need to <b>(describe action)</b> you now have your first rule reminder’  ‘____ name____’ you need to stop <b>(describe action)</b> this is now your first rule reminder’
<b>1<sup>st</sup> Yellow Card</b> <ul style="list-style-type: none"> <li>• Repeated Talking</li> <li>• Insulting other children</li> <li>• Defacing work/ environment</li> </ul>	<b>2<sup>nd</sup> rule reminder</b>	‘____ name____’ you have continued to <b>(describe action)</b> which means you now have a yellow card. If you chose to do the right thing/ follow the 5 Benson rules you can move back to green.’



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<ul style="list-style-type: none"> <li>• Throwing items</li> <li>• Inappropriate language repeatedly</li> <li>• Continuing to not listen</li> </ul>		<p>‘__name__’ you have continued to <b>(describe action)</b> which means you now have an yellow card. If you choose to do the <b>(describe action)</b> you will be able to return to green.</p>
<p><b>2<sup>nd</sup> Yellow card</b></p> <ul style="list-style-type: none"> <li>• Repeated Talking</li> <li>• Insulting other children</li> <li>• Defacing work/ environment</li> <li>• Throwing items</li> <li>• Inappropriate language aimed at others</li> <li>• Continuing to not listen/being disruptive</li> <li>• Leaving the classroom</li> <li>• Beginning to challenge authority (minor level)</li> </ul>	<p><b>3<sup>rd</sup> Rule reminder</b></p>	<p>‘__name__ At Benson, we follow the school rules, by continuing to <b>(describe action)</b> you are choosing to have time outside the class’</p> <p>‘__name__ At Benson, we try to be the best Benson Bee we can be, by continuing to <b>(describe action)</b> you are choosing to have time out of the class.’</p> <p><b>Time taken away from playtime (work must be given, child must be escorted)</b></p>
<p><b>Red Card- Detention SLT</b></p> <ul style="list-style-type: none"> <li>• Leaving the classroom and not returning after time out</li> <li>• Continued refusal to do set tasks</li> <li>• Continued highly disruptive behaviour</li> <li>• Throwing objects</li> <li>• Ripping displays</li> <li>• Emotional abuse</li> <li>• Bullying</li> </ul>	<p><b>Sent to AHT/SLT</b> <b>If necessary (escorted with work)</b></p> <p><b>Letter home and first meeting</b></p> <p>On red card for morning session children’s cards refresh at lunch or if in an afternoon session then refresh the</p>	<p><b>If in crisis, specific script can be used.</b></p> <p>‘__name__', I can see you are not feeling very good at the moment, I think it would be best if <b>(describe Action)</b>.</p> <p>‘__name__', at the moment you are not being the best Benson Bee you can be, I think you need to <b>(describe Action)</b></p> <p>‘__name__', at Benson we follow our school rules, by continuing to <b>(describe action)</b> you are choosing to get a red card.’</p> <p><b>Teacher informs</b> parents that their child has received a red card at the end of the school day.</p>



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	<p>following morning.</p> <p>Detention</p>	<p><b>A member of staff must have a conversation with the parents that day, preferably the class teacher if available.</b> If they do not collect the child then the teacher must call the parent directly.</p> <p><b>‘Make up time’</b> at the next available break or lunch time to complete missed work.</p> <p><b>Must be logged in year group black book</b></p>
<p><b>Straight to red card offences</b></p> <ul style="list-style-type: none"> <li>• Persistent offensive and abusive language</li> <li>• Throwing objects to hurt others</li> <li>• Breaking/destroying classroom equipment</li> <li>• Physically hurting others</li> <li>• Racist/ Prejudice/ homophobic incident</li> </ul>	<p><b>Sent to AHT/SLT</b></p> <p><b>If necessary (escorted with work)</b></p> <p><b>Letter home and first/subsequent meeting</b></p> <p>On red card for morning session children’s cards refresh at lunch or if in an afternoon session then refresh the following morning.</p>	<p><b>Scripts the same as above</b></p> <p><b>‘Make up time’</b> at the next available break or lunch time to complete missed work.</p> <p>Must be logged immediately.</p> <p><b>A phonecall home by class teacher/ AHT, or if not available another member of SLT.</b></p> <p>Meeting with parents will need to be arranged as soon as possible.</p> <p>If appropriate, fixed term exclusion-internal/external must be agreed by HT and a letter sent home.</p> <p><b>Must be logged in year group black book</b></p>

Staff are required to inform parents if patterns of poor behaviour start to emerge. To ensure there is paper trail a letter home is a good way to evidence that staff have invited parents to attend a meeting about behaviour. This is then followed up by a letter and meeting with AHT, then DHT before it is escalated to the HT.





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Current arrangements for COVID-19 for KS1 and KS2 (exception for Y1 in some cases)

Yellow Card	Red Cards	Fixed Term Exclusion or internal exclusion
	Letter home and parent phone call	
Sharing/taking others lunch.	<b>Knowingly</b> drinking someone else's water bottle	<b>Repeated intentional</b> coughing at another person.
Getting out of seat and breaking social distancing rules.	Using COVID-19 as a bullying tool.	<b>Repeated intentional</b> spitting at another person.
Breaking social distancing rules when moving around school.	<b>Intentionally</b> breaking social distancing rules in the toilets.	<b>Repeated intentional</b> sneezing towards another person.
Breaking hand washing and sneezing and coughing procedures.	Using COVID-19 to taunt others.	<b>Purposely</b> putting their saliva or bodily fluids on another person (e.g. spitting, coughing and sneezing then touching another person or their belongings etc.)
Purposely touching other children's equipment.	<b>Intentionally</b> leaving your 'bubble' without permission or invading another bubble.	<b>Consistently</b> challenging social distancing rules.
Sharing water bottles.	<b>Repeatedly</b> breaking social distancing rules where applicable.	
Taking someone else's equipment, lunch or water bottle.		
Ignoring social distancing rules		

- The government have made it clear that they do not expect children to socially distance within bubbles
- The government discourages schools from externally excluding pupils unless absolutely necessary



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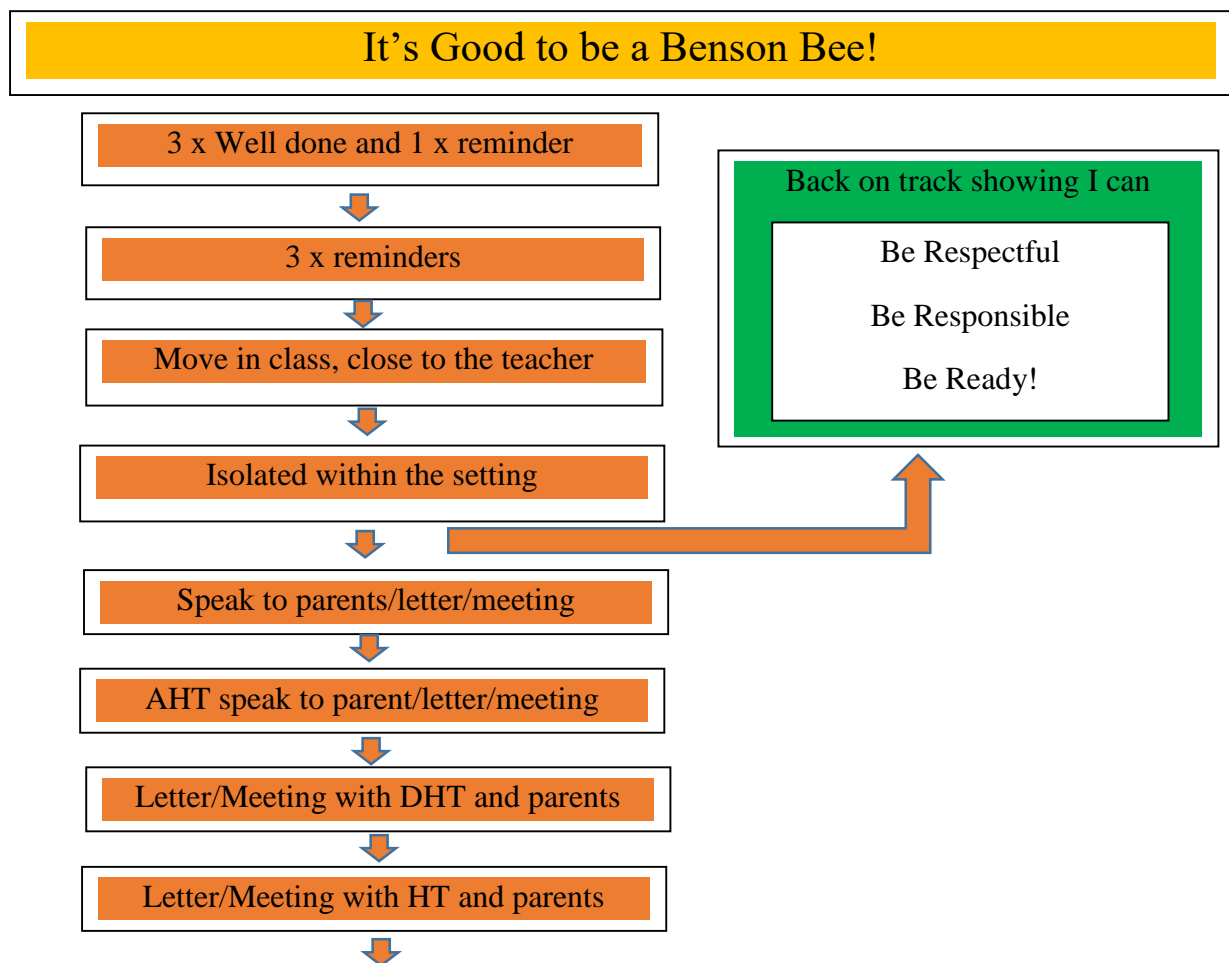
## Early Years and Reception

Due to the nature and age of children in EYFS, their 'Good to be a Benson Bee' system for supporting positive behaviour and inappropriate behaviour is different from the rest of the school. This is stated below:

### Rewards:

- Praise
- Stickers
- Chosen for jobs and responsibilities
- Lead the line out of class
- Class dojo (awarded dojos for good behaviour)

### It's Good to be a Benson Bee system:





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## **Dealing with inappropriate behaviour:**

### **Consequences**

- The aim of a consequence is to discourage future misbehaviour.
- We aim to keep the severity of a consequence to a minimum.
- Children need to have a clear picture of the order of sanctions.

### **Consequences need to:**

- Be fair and consistent (following the behaviour policy and 'Good to be a Benson Bee' system').
- Be appropriate to the level of behaviour exhibited.
- Be imposed in a firm, yet fair, respectful way.
- Communicate that the behaviour is unacceptable (not the child).

## **Behaviour procedures**

- The class teacher is responsible for ensuring that behaviour is appropriate within the classroom and communal areas.
- Professional judgment needs to be used on prior knowledge and individual circumstances.
- The behaviour policy should be recorded and followed in all cases.
- Yellow cards and red cards must be recorded in the correct way (stated in flow chart above).
- Head and governors have responsibility for exclusion.

## **Repeated or persistent misbehaviour**

We need to be aware that there are experiences in school that can trigger off student patterns of behaviour. These triggers may relate to learning, peers, adults/authority, or organisations.

The Senior Leadership Team should also be informed if a pattern is detected to determine if extra support is needed for the child. Advice and support can then be given by appropriate staff inside school or outside agencies.

## **Dealing with serious incidents**

We have the right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils, such as mobile phones or music players.



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- Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses or trains.
- The Head teacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty on schools to make provision to tackle all forms of bullying.
- Restraining a child who is unsafe (please see restraint policy).

The Head teacher and the Governing Body of the school have a duty of care to all pupils and staff, and the Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school.

## **FAB:**

As a school we have a group of Year 6 pupils who make up the FAB team. FAB means Friends Against Bullies. The role of a FAB member is to promote positive behaviour, help resolve low level issues, be someone to talk to and support positive play in and around school especially at break and lunchtimes. It is a role that Year 6 children have to apply for at beginning of an academic year. They must give reasons why they would be an excellent ambassador, role model and how they would promote positive play to support anti-bullying.

## **Jigsaw:**

At Benson we use the Jigsaw PSHE to give our pupils a 'Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development'. Used a whole school approach, from Nursery to Year 6, these lessons teach children a variety of subjects including how to celebrate difference, stay safe when using technology and how to keep themselves safe.

## **House Teams:**

Every child will be sorted into a House Team when they start at Benson. House Captains will be selected from Year 6. House points to be given out for fantastic work and behaviour by all staff. The House points are then collected by House Captains every Friday and shared in Praise Assemblies. All children will be updated with how their house is doing and who has won the House cup for that week. Being in a House Team brings the children together and motivates them to work hard to earn as many House points as possible.

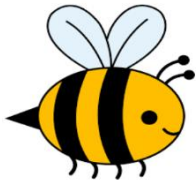


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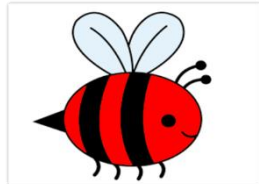
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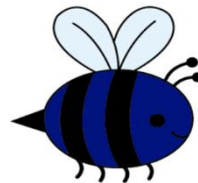
The four House teams are:



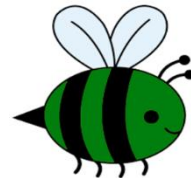
BUMBLE



BLAEBERRY



CARDER



HONEY

## Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Positive Physical Intervention

At Benson, we recognise that to keep our pupils safe, we may need to use Positive Physical Intervention (PPI) techniques (Team Teach training). We understand that this will be used infrequently, and as a **last resort** to maintaining a safe environment. We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour; it is our duty of care to make sure all children within our school are safe.

All incidents that result in restraint (where a child has to be held) will be recorded in detail using the Bound and numbered book (within 24 hours). The Bound Book will be reviewed by the Head teacher or SENCo termly to consider control measures and possible training or further training needs etc.

After an incident, the pupil will be given time to become calm while staff continue to supervise/observe them. When the pupil regains complete composure, a member of staff involved in the PPI will discuss the incident with the pupil and support their understanding. This will give the pupil opportunity to share their views with the staff member. All members of staff involved will be allowed a period to debrief and recover from the incident if requested.



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After a pupil has been held, a Positive Handling Plan will to be put in place to support any future incidents and this will be reviewed accordingly by staff members working with that pupil.

## **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Training**

Our staff are provided with the Behaviour Policy, training on managing behaviour, including proper use of restraint (Team Teach), as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **Monitoring arrangements**

This Behaviour Policy will be reviewed by the Headteacher and governing body every year. At each review, the policy will be approved by the Headteacher.



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The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body every year.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Supporting Children with Medical Conditions
- Anti Bullying Policy

### **Appendix 1: written statement of behaviour principles**

At Benson,

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- All adults will act as positive role models and set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by all pupils and staff
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Staff promote independence and support children to manage their own behaviour
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every two years.