



Bewley Primary School

Behaviour Policy

September 2021

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Behaviour Policy

This document is statement of the aims, principles and strategies for managing behaviour at Bewley Primary School. A copy of this policy is available for all parents on request and is available on the school website. It will be reviewed annually and amended if necessary.

Rationale

Bewley Primary School's aim is to create a happy and friendly atmosphere where children can develop their full potential. Each child in our school is valued and encouraged to develop spiritually, morally, emotionally and academically in a happy, safe and secure environment.

We recognise that good behaviour is taught, and this Behaviour Policy outlines the expectations of our school. Children will learn to recognise, respect and value each other and they have a right to feel safe and secure in and around the school.

As a Unicef Rights Respecting School, we recognise the importance of valuing each person in our learning community as an individual.

This policy is underpinned by our continued commitment to UNICEF and the UN Convention of Rights of the Child. It links directly to the following articles of the UN Convention of Rights of the child.

Children's rights and responsibilities:

Article 14 – Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 28 – All children and young people have a right to primary education, which should be free. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 – Education should develop each child's personality to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30 - Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Aims and objectives

At Bewley, we aim to:

- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of Bewley Primary School community.
- Promote and encourage self-esteem, self-discipline and respect.
- Celebrate and reward children who behave well.
- Treat all children fairly and apply this Behaviour Policy in a consistent way.
- Encourage the involvement of parents in supporting the implementation of this policy.
- Define acceptable standards of behaviour.
- Provide guidance and support for staff when dealing with inappropriate behaviour.
- Have three clear expectations of pupils everyday which are:

Being Ready, Being Respectful, and Being Safe

Good Behaviour

At Bewley Primary School we promote agreed Good Behaviour codes of conduct, these will be given out at appropriate times during the school year to remind pupils of expectations, rewards systems and sanctions. Class teachers and the senior leadership team within whole class assemblies and during class circle times reinforce these. Specifically, the use of our PHSE curriculum enables teachers to further dedicate time to teaching and helping children to understand behaviour expectations.

Each class has a Rights Respecting School Class Charter, which defines acceptable behaviour in each class and around school.

An overview of some of our school behaviour codes are:

We speak politely and kindly to everyone

We are always honest

We listen carefully to others

We work hard and do our best at all times

We respect our school environment

We move around the school safely, inside and outside

We behave well whilst out of school ensuring we set a superb example as a valued member of Bewley Primary School community.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Rewards

Safety Matters

Manners are important

Include everyone

Listen and you will learn

Effort is rewarded



At Bewley Primary school, we place great emphasis on an effective reward system which recognises and encourages good behaviour. This is demonstrated through:

- Verbal praise
- Visit to another teacher or senior leadership team to share good news
- Award stickers and certificates
- Lunchtime supervisor stickers

- Pupil of the Week certificate presented at celebration assembly weekly.
- Increased responsibility, privileges (Head Boy/Girl, year 6 prefects and team captain roles)
- Years 5 and 6 working as playground crew in KS1.
- Dojos given to individual children
- Dojos are totalled each week for house team reward and additional playtime is earned
- Headteacher's Award (sticker and / or certificate)
- Work showcased on Twitter
- Celebration Messages shared with parents/carers on Marvellous Me (KS1 and KS2)
- Tapestry (EYFS)

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to promoting acceptable behaviour. At Bewley, we aim to provide a relationally rich environment between staff and pupils, where children feel safe and ready to learn. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. As an attachment aware school we also provide relational support by providing the child with personalised interventions, access to a key adult and Team Pupil. Children would also have access to differentiated resources such as sensory breaks, calm boxes, a safe place to withdraw to at times of being overwhelmed and access to therapy.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

Using The 3 R approach of Regulate Relate and Reason.

Appearing calm and using a modulated, low tone of voice.

Using simple, direct language.

Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

Providing adequate personal space and not blocking a pupil's escape route.

Showing open, accepting body language, e.g. not standing with their arms crossed.

Reassuring the pupil and creating an outcome goal.

Adapting and using resources such as The Five Point Scale, along with staff being curious about what the intention is behind the behaviour of the child.

Using strategies such as "wondering aloud" when interacting with the child, and the use of drawing and talking, to understand what is happening inside the child and also a PACE approach to learning. (**P**layfulness, **A**cceptance, **C**uriosity and **E**mpathy)

Roles and responsibilities:

The Headteacher

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school behaviour expectations and any disciplinary sanctions for breaking them.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The role of Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- Make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils; and
- Notify the headteacher and give him or her related guidance if the Governing Body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the Governing Body must consult (in whatever manner they think appropriate) the headteacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the headteacher on which he/she can base the school behaviour policy.

The Governing Body will notify the headteacher that the following should be covered in the school behaviour policy if needed:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the headteacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

- Governing bodies will also wish to consider their duty under The Education Act 2011 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The Governing Body will in consultation with the headteacher consider what the school's response will be to:

- any bad behaviour when the child 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, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.
- To support the school in its efforts to address issues related to behaviour management.

The mental health team are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents about the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SEND Leads are responsible for:

- Collaborating with the governing board, headteacher, PHSE lead and the mental health team, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Consistently rewarding good behaviour through verbal praise, stickers, Dojos and MarvellousMe messages to parents/carers.
- To discuss with children, the importance of making good choices regarding their behaviour and to ensure children understand the consequences of their actions.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the SEND Team, SLT and headteacher informed of any changes in behaviour.

Parents

Staff welcome early contact if parents have a concern about their child's behaviour or fear that others are upsetting them. If parents and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Home to school contact

We establish good relationships with parents to ensure they understand the school's expectations. When starting at Bewley, parents/carers receive a Welcome Pack, which explains our behaviour expectations in school. We aim to make parents aware of any issues as they arise. If an issue is regarded as being more serious than the class teacher or member of the senior leadership team can deal with they will contact individual parents.

If a parent does not collect their child at the end of the school day, the parent/carer will be contacted via telephone.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE to take a full part in all school activities.
- By supporting the school in our policy, that all pupils are expected to behave in a responsible manner, towards both themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.
- Informing the school of any changes in circumstances, which may affect their child's behaviour.
- Supporting their child in adhering to the school rules.
- We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We also have specific rules, which are based around Health & Safety guidelines.

They are as follows: -

Food and drink

Children may bring in fruit or similar healthy options to eat at playtime. No nuts or nut based products are allowed on the school premises due to the adverse effect on children who have allergies.

EYFS and KS1 can obtain fruit through the National Fruit Scheme. Other than packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, stationery items, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Mobile Phones

Mobile phones should only be brought to school in exceptional circumstances and only with the prior permission of the headteacher. Parents who insist that children require a mobile phone during school hours, i.e. for the journey to and from school, must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis. If permission is granted, mobile phones must be handed in to the class teacher upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

DRESS CODE

Children

We have a school uniform and the children are encouraged to wear it:

- Grey or black skirt/trousers
- Red jumper/sweatshirt/cardigan
- White polo shirt or plain white shirt.
- Black shoes or trainers.

Dress for P.E.

On the day that your child has PE, we ask that they come into school wearing their PE kit.

This consists of plimsolls, black or red shorts and a white T- shirt.

Jewellery

For health and safety reasons children are not allowed to wear any form of jewellery to school. Also the wearing of makeup, including nail varnish, is not permitted.

Extreme Hairstyles

The school does not permit children to have extreme haircuts that could serve as a distraction to other children and are not in keeping with the ethos of the school. This includes patterns shaved into the hair, excessive use of hair products and false hair. The definition of an extreme hairstyle is at the discretion of the headteacher. Any hair long enough to be tied back should be.

Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

Definitions of behaviour

For the purposes of this policy, the school defines “**serious unacceptable behaviour**” as any behaviour, which may cause harm to oneself, or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “**low-level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework,
- Graffiti
- Not adhering to the school/classroom rules
- Verbal disruption

- Non-verbal disruption
- Distracting others

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Actions

1. Non-verbal / verbal reminder
2. Warning (reminder of rules and expectations)
3. 5 minute ‘Time out’ (inside classroom or within sight of the teacher.) To be recorded on CPOMS
4. Once warning /time out has been given, child starts afresh for next session/lesson
5. If disruption continues, the child will be sent to work in a partner class for 20 minutes. Teacher records Time Out as low level behaviour on CPOMS & informs parents/carers.
6. If disruption further continues, child to be sent to SLT /headteacher where appropriate. Parents informed of incident. Teacher records Time Out as “Behaviour” on CPOMS
7. Loss of playtime – child to remain inside with their class teacher or to accompany teacher on duty.
8. Children may remain behind after school for a short period of time with the PSA.
9. Inform parents about the possible use of behaviour / target chart reviewed periodically with parents. (See appendix A)

At all times, any incidents should be monitored and parents should be informed either via informal discussion/phone call (where appropriate).

High-level disruption

- Racist, homophobic or transphobic comments
- Aggressive, violent behaviour
- Purposeful, directed inappropriate language / gestures
- Wilful damage to school and personal property
- Acts of bullying (see Bullying Policy for further guidance)

Actions

1. All racist, homophobic, comments are to be fully investigated by the appropriate teacher (HT/ DHT) and must be recorded in full in the Racist Incident Log (held by headteacher)
2. When dealing with aggressive or violent behaviour, (physical, verbal or destructive) the child will be immediately removed from the situation and sent to a member of the S.L.T / headteacher who will deal with the incident.
3. In all of the above cases, parents will be informed of their child’s inappropriate behaviour by letter or phone call. A meeting will take place to discuss the incident and if needed, support will be provided to enable the child to improve their behaviour. This support will include an in school behaviour plan which will be reviewed with the child 2x per week and with parents monthly.
4. Following any of the above incidents, loss of privileges including attendance at residential visits or sporting events will be considered.

5. Very occasionally, it may be necessary to hold children to stop them from hurting themselves or others. In cases when a restraining action has been used by a member of staff, the incident will be fully recorded in the Serious Incident Log.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

Bullying

See separate Anti -bullying Policy

Monitoring & recording inappropriate behaviour

- Serious Incident Log-CPOMS
- Racist Incident Log-CPOMS

Outside Agencies

When a child's repeated inappropriate behaviour is becoming a major cause for concern, advice and support will be sought from outside agencies including The Trail Blazer (Mental Health Team), Educational Psychologist or CAMHS.

A meeting will be arranged to discuss the needs of the child and set targets to work towards improving behaviour.

A behaviour plan will be written and the child may receive support during school time from the PSA, TA interventions such as Drawing and Talking or support from The Trailblazer, Mental Health Team.

Exclusions

On most occasions, we deal with major behaviour issues internally and do not use exclusion as a deterrent. However, in individual / exceptional circumstances it may become necessary to exclude a child for:

- Violence or threatening behaviour towards staff or pupils
- Intentional use of weapons or drugs on the school premises
- Persistent, unacceptable behaviour at lunchtime may result in the child being excluded from lunchtimes.

The headteacher will consider whether the pupil should be excluded for a fixed term, and will determine the length of the exclusion.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Relationship to other policies

This policy should be read in conjunction with the following policies

- Anti-Bullying Policy
- Equal Opportunities Policy
- Mental Health Policy

- PHSE policy

Physical intervention

Keeping Children Safe in Education (September 2020) guidance states: The use of 'reasonable force' in schools and colleges Para 127. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The D.f.E advice states that:

- Reasonable Force is usually used to control or restrain.
- Reasonable in the circumstances means using no more force than necessary.
- Control means either passive physical contact i.e. blocking a pupil's path or active physical contact i.e. leading a pupil by the arm out of the classroom.
- Restraint means to hold back physically or to bring a pupil under control. This is typically used in more extreme circumstances (e.g. to stop a fight where pupils are refusing to separate)
- Members of staff must use their professional judgement to decide whether to use force depending on the circumstances and the individual. Although this is not an exhaustive list, reasonable force may be used in the following situations at Bewley:
 - To remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so;
 - To prevent a pupil behaving in a way that disrupts a school event or a school trip;
 - To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - To prevent a pupil from attacking a member of staff or another pupil;
 - To restrain a pupil at risk of harming themselves through physical outbursts.

All incidents where positive handling techniques or reasonable force have been used, must be recorded on the schools 'Positive Handling Form' and this must be recorded on CPOMS so they can be monitored by the Safeguarding Team and Senior Leadership Team. Recording of the incident must be countersigned by the headteacher or Deputy headteacher and the Local Authority informed. Where recorded positive handling and reasonable force has been used, the parents must be informed and the child be checked by a trained first-aider. If a child refuses to allow a first-aider to check them over, parents/carers will be informed and requested to attend school.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Implementation and monitoring

We try to develop a positive attitude to discipline using the strategies mentioned in this policy. The effectiveness of our policy will be monitored regularly, we will analyse the following

- The amount of reported incidents of inappropriate behaviour.
- Review of serious incidents
- Pupil questionnaires are dealt with by the School Council and in class.
- Parent questionnaires are evaluated and parents are informed of appropriate action taken.
- Feedback from members of the School Council.