



Policy name	Behaviour Policy
Policy status	Statutory
Date approved by governing body	30 <sup>th</sup> September 2024
Review date	September 2025

**This policy contains the Anti-Bullying, Exclusion Policies and Physical Contact Statement.**

## **Brede Primary School Child Protection Statement**

The Governing Body of Brede Primary School take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff members believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

**Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.**

### **INTRODUCTION**

Good behaviour and discipline is essential to successful teaching and learning. We have high expectations of our pupils and we want them to feel happy and secure, have pride in our school, themselves and their work, and respond to others in a thoughtful manner. This Behaviour Policy identifies our behavioural expectations and values, and sets out clear procedures for both rewards and sanctions.

Implicit in all we do is the intention to foster moral and ethical standards of behaviour, which include concern for others, self-discipline, respect, honesty, fairness and politeness.

### **THE REASON FOR THE POLICY**

The purpose of this policy is to give a clear code of conduct for the use of everyone at our school, both adults and children.

- It is everyone's responsibility to make sure Brede Primary School is a safe and effective learning environment.
- It is the responsibility of all adults who work in our school to follow and promote this policy.
- It is the responsibility of every member of staff and pupil to follow and promote this policy.
- It is the responsibility of all parents to support their child and our school in trying to achieve this.

### **AIMS**

To provide a happy, safe and secure environment for those who work in or visit our school. We believe it is important to:

1. Ensure there is a consistent whole school approach to managing behaviour.

2. Foster respectful, caring attitudes towards each other, the local and national community and the environment.
3. Acknowledge that everyone has a part to play in the community and should be valued.
4. Support any person who needs help and encouragement, in particular by nurturing self-esteem

## **THE STRATEGIES FOR ACHIEVING AIMS**

Our approach will be kept under constant review and we will communicate expectations clearly, making them explicit to our pupils and their parents so that they can adapt and be successful.

### ***A positive approach:***

- All staff at all times will notice and reinforce acceptable behaviour throughout our school.
- The environment will be clean, well-maintained and reflect our positive ethos.
- Pupils are always dealt with consistently and fairly.
- Behavioural expectations will be communicated to parents via school communication, the website and face to face meetings.
- Staff will make it clear that it is the behaviour that is unacceptable and not the child.
- All staff will ensure that the children know that they will be listened to.
- We will use a cross-curricular approach to communicating our expectations through Collective Worship, Assemblies, RE, Environmental Education, PSHCE. The Rights Respecting Schools Steering Group and Ambassadors, and by example.
- We will create a supportive ethos in our classrooms and encourage a culture of peer praise.
- We will praise and reward learning, which results from good behaviour and use sanctions for poor learning, which results from unacceptable behaviour.
- Consistent implementation of the Behaviour Policy will be reviewed regularly by all staff. It will form part of the induction process for new staff.
- The Senior Leadership Team will monitor the Behaviour Policy and will report to the Governing Body on its implementation and effectiveness.
- This policy will be brought to the attention of Staff and Parents annually

All staff must:

- Listen to each child's own uninterrupted account of an incident.
- Children must be encouraged to tell the truth.
- Listen to any child or adult witness accounts.
- Share your findings with the child/children.
- Put in place the appropriate sanction if necessary, including a sanction for not telling the truth where appropriate.

## **Expectations**

### ***School expectations (School Charter) (See Appendix C):***

Our expectations are set out in our School Charter and displayed around our school, including classrooms. It is discussed regularly in class, at assembly, through learning opportunities and with individual children as required.

### ***Pupils' conduct outside the school gates***

The School Charter and associated sanctions identified in this behaviour policy, will equally apply in response to all non-criminal poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to our staff) when a child is:

- taking part in any school-organised or school related activity
- wearing the school uniform

### **Incentives**

#### ***Classroom***

These will include verbal praise, stickers, showing work, dojos, sharing achievement with others, informing parents and celebration assembly. Each class will have a reward system for the whole class to work towards a treat (which can include healthy food), which is decided, by the class. Approximately every half term the class works towards a reward using the class dojos.

#### ***Whole School***

Every child receives 5 dojo rewards each week, to acknowledge their contribution to the school's values and vision. Children being responsible and actively ensuring the rights of others will have their photograph added to the class WOW Wall each week. A different RIGHT is used as a focus every week. The aim is to work as a team and ensure everyone gets on the WOW Wall, which is then celebrated in assembly. Children deemed to have gone 'above and beyond' what is routinely expected (inside or outside of school) can be nominated for a WOW Note, placed on the school's WOW Wall and take part in #hotchocolatefriyay!.

#### ***Headteacher and Deputy Headteacher Awards***

Teachers and Support Staff can send pupils to a Senior Member of Staff at any time to celebrate exceptional learning.

### **Sanctions**

Clear negotiated sanctions are an essential requisite of positive classroom management.

#### ***Self discipline***

We recognise that successful behaviour management supports and encourages self-discipline and as a result the children will be asked to take responsibility for their own behaviour at all times. It is important that children should have the opportunity to make amends. We will sometimes send home the School Charter if a child is having difficulty acting responsibly. Parents are encouraged to talk the School Charter through with their child and help them to think of ways they will act more responsibly in future.

#### ***In class and around the school building***

The adult responsible for the child will deal with minor infringements of the School Charter.

Each week every child receives five dojos for being a kind and respectful member of our school community. If children do not act responsibly and ensure the rights of others there is a stepped approach to the sanctions we use:

### **Step 1**

1. A verbal rebuke setting out the behaviour expectations (done privately wherever possible):
  - The adult explains the behaviour is unacceptable and the consequence of their actions.
  - Two choices are given: choice one has a positive outcome and choice two will lead to a further sanction.

### **Step 2**

2. First warning and name written in the class book (done privately wherever possible):
  - Time out from the group for 5 minutes (class, playground or hall).
  - At the end of the 5 minutes the choices are given again: choice one has a positive outcome and choice two will lead to a further sanction.

### **Step 3**

3. Short and Sharp:
  - The adult to request a 'Short and Sharp' with Headteacher or in her absence the Deputy Headteacher, giving the reason.
  - Choices given again by Headteacher/ Deputy Headteacher: choice one has a positive outcome and choice two will lead to a further sanction.
  - The child loses their five dojos for that week and five minutes of celebration time.
  - SLT log the 'Short and Sharp' onto CPOMS.

The stepped approach is then repeated. Celebration time can be earned back for acting responsibly and ensuring the RIGHTS of others throughout the week.

If a child reaches **Step 3** again then the following will apply:

- 2 Short and Sharp's = losing ten minutes of celebration time.
- 3 Short and Sharp's = losing all of their celebration time.

### **Step 4**

4. Children receiving four short and sharps over a two week period: the Headteacher will meet with the child and their parents.

**The Headteacher has the right to override this procedure at her discretion.**

## **UNACCEPTABLE BEHAVIOUR**

There is no place in our school for deliberate actions to hurt another, bullying, vandalism, theft, rudeness to adults or bad language and these must always be discouraged.

More serious contravention of rules and all instances of unacceptable behaviour will be dealt with at step 3.

### **Unacceptable behaviour includes:**

- Swearing;
- Deliberate spitting;

- Kicking or fighting with the intention to deliberately hurt;
- Stealing;
- Racist incidents;
- Persistently refusing to do as asked by an adult;
- Vandalism;
- Rudeness to any adult in the school;
- Inappropriate sexual behaviour;
- Verbal threats.

**The following behaviour will, at the discretion of the Headteacher or her representative, result in an internal or external exclusion.**

- Bullying;
- Persistent racist incidents;
- Dangerous behaviour;
- Proven serious stealing;
- Persistent swearing and deliberate swearing at an adult.

**The Headteacher has the right to override this procedure at her discretion. See Appendix A for further information on Exclusions.**

**The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or feared that one may take place.**

***Please also refer to the Anti-Bullying Policy (Appendix B)***

## **PHYSICAL RESTRAINT STATEMENT**

Staff at school will not use any form of physical punishment, even if invited to do so by individual parents.

Physical restraint is the positive application of force in order to protect a child from causing injury to him/herself or others or seriously damaging property. It will only be used as an exceptional measure – a last resort and not for disciplinary purposes.

1. Physical restraint should only be used as a last resort when:
  - a) There is a risk of injury to a person or significant damage to property;
  - b) When there is a risk of criminal offence being committed or as a personal self-defence measure.
2. Restraint must never be used as a threat or punishment or to gain adult compliance.
3. Any restraint must be administered calmly and rationally as a result of professional judgement that there is no other suitable alternative action. Assistance must be sought from other staff as soon as possible. Ideally two people should work together to restrain a child.
4. If restraint is used, it must involve the minimum force necessary; be applied only until the child is calm; and aim not to inflict pain. Any hold must take account of

medical, respiration and circulation needs and the frailty of children's joints, following techniques taught by accredited trainers.

5. Only trained staff are officially authorised by the Headteacher to use restraint following the above guidelines. We currently have no members of staff trained in the Team Teach physical restraint programme.

6. Every incident of restraint must be recorded on the schools central safeguarding system, and reported both to the Headteacher and the child's parents.

## **ROLES AND RESPONSIBILITIES**

1. It is everyone's responsibility to make sure Brede Primary School is a safe, secure and effective learning environment.
2. The Headteacher is responsible for ensuring good order and discipline during the school day in all activities and in all areas of the school grounds.
3. All staff are representatives of the Headteacher and should apply the agreed procedures in the Behaviour Policy.
4. All adults will use the 'Language of Choice' with the children to encourage them to take responsibility for their actions.
5. No unacceptable behaviour, either physical or verbal by any child or adult must ever be condoned or ignored when seen or reported to a member of staff. Every incident or complaint should be dealt with as promptly as possible:
  - Listen to each child's own uninterrupted account of the incident.
  - Children must be encouraged to tell the truth.
  - Listen to any child or adult witness accounts.
  - Share your findings with the child/children.
  - Put in place the appropriate sanction if necessary, including a sanction for not telling the truth where appropriate.
6. All staff must ensure class teachers are advised of any incidents and action taken involving children from their class, which have been dealt with by another member of staff.
7. All members of the school community should: -
  - Complete tasks to the best of their ability;
  - Take responsibility for their own behaviour, possessions and equipment;
  - Co-operate with other members of the school.
8. Parents have a very important role in maintaining good levels of behaviour in our school. For our policy to be effective, parents must: -
  - Inform the school of changes in circumstances which could affect behaviour;

- Co-operate with the school in all matters of discipline and reinforce the school's efforts at home;
- Praise children when they bring home certificates, trophies or other rewards;
- Support the school's views when talking to their child about improving behaviour;

9. Teachers should ensure that they inform the SENDCO if there are difficulties with a pupil's behaviour, so that an Individual Plan or an Individual Behaviour Plan can be put in place and further advice sought.

10. Governors will be informed if there is unacceptable behaviour leading to exclusion.

### **ACCUSATIONS MADE AGAINST SCHOOL STAFF**

The school procedures for managing allegations against people who work with children will be implemented if a member of staff is accused of misusing their powers.

The person subject to the allegation or concern will be supported in the following way:

- As soon as possible after an allegation has been received, the person subject to the allegation or concern will be advised to contact his/her union or professional association.
- Human Resources will be consulted at the earliest opportunity in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements, currently Core Care.
- The person who will update the person subject to the allegation or concern on the progress of the investigation, will be made clear. This is an ongoing process and will be continued throughout any police, s47 or disciplinary investigation.

Where a child is found to have made a malicious accusation against a member of staff this will be dealt with using the sanctions detailed in this policy, or by exclusion if appropriate, as detailed in our school behaviour policy.

### **THE ROLE OF THE LOCAL GOVERNING BODY**

1. This policy has been written with due regard to the Governors' Statement of General Principles with Regard to Behaviour.
2. To receive a full report at least annually, on the monitoring on the implementation and effectiveness of the behaviour policy. More frequent, less detailed reports will be made to governors through the termly Headteacher's report to governors.
3. This policy will be reviewed by the Headteacher at least annually.

**This policy will be reviewed annually.**

**Adopted by Governors-**



**Signed:**

**Headteacher**

**Signed:**

**Chair of Governors**

## **APPENDIX A**

### **EXCLUSIONS PROCEDURES**

**Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.**

#### ***Exclusion from school trips and visits***

In certain circumstances the Headteacher may deem it not possible for a child to go on a school trip due to poor behaviour. This will occur when staff cannot guarantee the child's safety or the safety of other children or adults or the child's management of their behaviour may not be at a high enough standard to represent our school. In all cases of exclusion from school trips and visits the Headteacher's decision will be final.

#### ***Outside agencies***

It is not always possible to meet every child's needs within the school system. We may need to consult outside agencies that include specialist behaviour advisers, School Health and Educational Psychologist. For children who have difficulty in managing their behaviour choices, it may be necessary to put an Individual Learning Plan (ILP) and/or an Individual Behaviour Plan in place. Parents will always be involved at this stage.

If a difficulty persists, the last resort is exclusion on a temporary or permanent basis.

**The following behaviour, at the headteacher's discretion, may override the stepped procedures of this policy.**

- Bullying;
- Persistent racist incidents;
- Dangerous behaviour;
- Proven serious stealing;
- Persistent swearing and deliberate swearing at an adult.

#### ***Informing parents***

Parents will be notified immediately, initially by telephone and then followed, without delay, by a letter. The letter will explain the reasons for the exclusion, steps taken to avoid exclusion and the parent's rights to state their case to the Governing Body's Discipline Committee.

**Procedures will always be followed in-line with local and national guidance.**

The Headteacher will determine the duration of the exclusion and whether this is to be internal or external to the school. They will also have the authority to determine when a permanent exclusion is warranted.

#### ***Procedure following exclusion***

On returning from a days' exclusion, parents and the child will be invited to meet with the Headteacher before the start of the school day to discuss a way forward. We have found that where a parent has reflected on a child's behaviour with the child, during the period of exclusion, reintegration into school has been more successful]

If a child continues to fail to take responsibility for their behaviour, the same steps will be taken and the Headteacher will determine the duration of the exclusion and whether this is to be internal or external to the school.

The next step for persistent misbehaviour will be an external fixed term exclusion the duration of which will be determined by the Headteacher, or in exceptional circumstances a permanent exclusion. Before we get to this stage we will attempt to set up another Pastoral Support meeting and invite representatives from other agencies to the meeting to review the PSP and/or an Individual Behaviour Plan as appropriate.

Any further incidents of poor behaviour will result in a further exclusion, the length of which will be determined by the Headteacher.

THE LAW ALLOWS HEADTEACHERS TO EXCLUDE A PUPIL FOR UP TO **45 DAYS** IN A SCHOOL YEAR.

### **The Discipline Committee**

For exclusions of more than 15 days in a term, the Discipline Committee will consider the exclusion and decide whether the pupil should be reinstated.

For permanent exclusions, the Discipline Committee will satisfy itself that all possible strategies to improve a pupil's behaviour have been tried and failed.

All parties will be notified of decisions in writing without delay.

*Due Regard will be given to the Equality Act 2010. The Headteacher will consider what extra support might be needed to identify and address the needs of pupils of different groups where exclusion rates are consistently higher than average.*

## APPENDIX B

### ANTI-BULLYING POLICY

**Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.**

We believe it is every child's right to feel secure and happy at school. Bullying, both verbal, physical and cyber bullying will not be tolerated. It is everyone's responsibility to prevent it from happening and with this in mind we have laid down the following guidelines.

#### ***What is bullying?***

There can be a natural tendency to see all playground incidents, squabble or disagreement, however isolated, as bullying. Our definition of bullying is: an act of intentionally causing harm to others, over a period of time by both individuals and/or groups.

Bullying behaviours include:

- Name calling
- Mocking
- Spreading hurtful or untruthful stories
- Demeaning comments about gender, culture, religion, disability or special needs or sexuality
- Threatening
- Sending hurtful texts, web messages or silent phone calls;
- Sending offensive or degrading images by phone or via the internet
- Intentional hitting, pushing or kicking
- Taunting
- Being forced to do things they don't want to do.
- Excluding someone from groups and breaking up friendships
- Taking possessions or money
- Malicious gossiping
- Offensive graffiti

#### ***Pastoral advice to parents***

Everyone can help discourage bullying behaviour. The responsibility is on all to tell if bullying is happening. This is not telling tales. Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve difficult situations without aggression or violence.

#### ***If you feel your child is being bullied: -***

- Talk calmly about the experience and reassure your child that he/she has done the right thing by telling you about the incident. Explain that he/she must report it to a teacher immediately.
- Arrange to see your child's teacher and explain the problems your child is experiencing as soon as possible.
- When talking to the teacher try to stay calm and bear in mind that he/she may be unaware that your child has been bullied, or may have heard conflicting accounts of an incident.

- Ask the teacher if there is anything you can do to help.
- Keep in touch with us and let us know if things improve or the problem continues, whilst we investigate the concerns raised.

***As a result we will:***

- Log any concerns and report them to the Headteacher or Deputy Headteacher/ SENDCO.
- The Headteacher or Deputy Headteacher/SENDCO will fully investigate the concerns raised within 2 school days. In cases where the issue raised is complex and requires further investigation this time frame may be extended at the Headteacher's discretion.
- The results of the investigation will be shared with the parent raising the concern and where appropriate the parent of any other child involved (within 1 school day if possible).
- Sanctions, including exclusion and an Individual Behaviour Plan (appendix D) will be put in place if deemed appropriate.

***How we prevent bullying in school by using a positive approach.***

- Work together on our shared policy of behaviour.
- In the classroom and around the school building, create a positive ethos and expectation of good behaviour from all.
- Provide good adult ratios at playtime and lunchtime.
- Notice what takes place outside the classroom as well as inside it.
- Vary the ways in which children are grouped so that they can understand consistent patterns of collaboration.
- Insist on children telling the truth.
- Explore bullying, self-esteem and wellbeing through assemblies and PSHCE aspects of our curriculum.

All incidents of bullying are unacceptable and will be dealt with using the Behaviour Report sanction, or by exclusion in exceptional circumstances, as detailed in the school's behaviour policy.

## APPENDIX C School Charter

**This is how we do it here!**



**The right to be heard.**

It is my responsibility to ...

- listen to others
- respect what others say
- wait my turn to speak
- be honest
- share my ideas
- respond kindly

**This is how we do it here!**



**The right to be included**

It is my responsibility to ...

- invite others to play
- allow everyone to be heard
- take turns and share
- give everyone a chance
- use resources that help me
- not leave people out

**This is how we do it here!**



**The right to be safe**

It is my responsibility to ...

- follow instructions
- stay with an adult
- tidy up
- walk around school
- be kind and gentle to others
- respect the space of others

**This is how we do it here!**



**The right to play**

It is my responsibility to ...

- take turns
- make the right choices
- respect play equipment
- be fair and listen to others
- use gentle hands and feet
- use kind words

**This is how we do it here!**



**The right to learn**

It is my responsibility to ...

- listen carefully
- respect resources
- cooperate with others
- try my best
- follow instructions
- respect other people's ideas

**This is how we do it here!**



**The right to be me**

It is my responsibility to ...

- embrace why I am special
- use my voice
- be considerate of others
- celebrate our differences
- respect others opinions
- make up my own mind

Appendix D

## Individual Behaviour Plan

Name	Class	Date of Plan	Plan Number	Category of Need

**Additional measures/Agencies in place or working with child**

**Member of Staff to oversee the plan:**

**Areas of school life in which the child experiences success:**

**General concerns**

**Goals:**

<b>My goals</b>	<b>My strategies (to help myself)</b>	<b>Adult strategies (to help me)</b>	<b>Review comments</b>