

Bramley Grange Primary School

Behaviour Policy

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Statement of intent

Bramley Grange Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Modelling positive behaviour
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- The right to be treated with respect
- Communication around positive behaviour and behaviour management strategies
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Implementing sanctions to help children learn about the consequences of their actions
- Recognising feelings and behaviour
- Understanding why behaviours are being displayed
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach, which involves pupils in the implementation of the school's policy and associated procedures.

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.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Physical Intervention Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-Free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

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 rules and any disciplinary sanctions for breaking the rules.
- 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 Assistant Head Inclusion is 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 with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.
- Collaborating with the governing board, headteacher as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour 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 inclusion lead 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.
- 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 relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

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:

- Lack of Respect
- Being Unsafe
- Being Unkind

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

4. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. We use the 'Golden Time' Approach. Each child each week has 25 minutes golden time

The following process is followed when school rules are not adhered to:

1. Verbal Warning
X Please don't do...(incident) It's not.....(refer to school rule)
2. Yellow card
X That's now a yellow card for....(refer to school rule)
3. Red Card - Recorded on Arbor, checked by Assistant Head, Communication sent to parent.
Loss of 5 minutes Golden Time
4. 3 x Red Cards in a week - Recorded on arbor children go on a behaviour report checked at the end of each session by the assistant head teacher. No smiley face means they complete a BRILL sheet and stay in at playtime.
5. Internal Exclusion

6. Fixed Term Exclusion

7. Permanent Exclusion

5. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. 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.

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- 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.
- Distraction
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Using phrases such as I wonder.... I notice....It's ok to feel....but not ok to....

Physical intervention

In line with the school's Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Positive handling will only be used as a last resort when children are putting themselves or others at risk of harm.

Staff will always ensure that a second member of staff is present to witness the positive handling and a senior leader is immediately notified when behaviour is escalating. After an instance of positive handling, the pupil's behaviour will be discussed and appropriate sanctions implemented.

6. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

7. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

8. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The head teacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's positive handling policy.

9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to focus on teaching and learning. To ensure consistency across the school, there are whole school routines in place:

Year One- Year Six

1. Morning/End of day Routine

Have high visibility, being warm, welcoming, nurturing

- SLT at gate to welcome/say goodbye to children speak to parents. Visibility
- EYFS through main door - half in half out welcoming/saying goodbye children. Teacher taking it in turns
- KS1 - TM/AP through main door - half in half out welcoming children. Teacher taking it in turns
- Y1 - LF through door teacher half in half out welcoming/saying goodbye children
- KS2 - through fire doors teacher half in half out welcoming/saying goodbye
- High visibility of all staff

2. In from playground routine

Calm, prompt, organised start to learning

- Line up on playground
- Line up outside fire door
- Teacher stands at fire door
- Few in at a time coat off in locker equipment out straight equipment ready straight to seat
- KS1 -TM/AP through main door as above
- LF through class door
- Walk in a straight line led by the teacher

3. Classroom Organisation (Y1-Y6)

Maximising high quality listening, promoting independence, minimizing wasted learning time

- All tables facing forwards gap in between each table to allow teacher movement
- Small group table in a prominent position in class to pull misconception/teacher focus group
- Drawers in drawer units - independence get out what you need for the lesson.
- Books in baskets with monitors giving them out
- Equipment belongs to individual children they take it to intervention etc.....
- No carpet sessions

4. 100% Quality Listening

To stop the children at the start of a lesson, middle of a lesson, end of a lesson

- Say firmly "Stop"- Raise your hand firmly
- Say firmly signal with hands pushing down " Resources down"
- Say firmly signal with hands pointing to eyes "Eyes on me"

Wait for all children to do each phase and saythank you for stopping x thank you for putting down x thank you for listening x

5. No shouting out

All children raising hands to speak at all times.

Reminder phrase - "put your hand up to speak"

6. All children seated at all times (Y1-Y6)

- Sitting correctly - Bottom Back Chair Tummy table
- Phrase "If you need to leave your seat put your hand up"

7. Toilet(Y1-Y6)

- Hand up to go to toilet
- Toilet at break and lunchtime
- If need to go can, but not during the whole class teaching
- EYFS - Ask to go to toilet. Keep a watchful eye on who goes and how long they are there

8. Positive praise/Sanctions

- Must all link to school rules
- Awarding of dojo's - Respectful, Safe Kind only
- Warnings and cards linked to not being Respectful, safe, kind
- Explain why..... dojo you were respectful because...etc.....red card because you did x you weren't being respectful.....

9. Playtime/Lunchtime

- Zoned
- One staff member in each zone with equipment.
- Not supervision - teaching how to play, collaborate, be a team, be safe kind and respectful
- Class Rota for Fixed Equipment- Monday class with best attendance from previous week. A supervised zone.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure they link the positive behaviour with the school rules.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** - immediately rewarded following good behaviour.
- **Consistent** - consistently rewarded to maintain the behaviour.
- **Achievable** - keeping rewards achievable to maintain attention and motivation.
- **Fair** - making sure all pupils are fairly rewarded.

The school uses the following rewards:

- Points - 10 Points = 1 Dojo
- Points mean prizes and can be spent in the dojo shop
- Achievement Award - Certificate
- Writer of the block - Cinema tickets
- Reading- Bronze Silver and Gold awards
- Weekly golden Time
- Twice weekly golden time in EYFS

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

10. Monitoring and review

This policy will be reviewed by the headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is December 2023.

