



Bearwood Behaviour Policy

Reviewed March 2023

Purpose of this policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2022
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- 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

- Sections 88 to 94 of the Education and Inspections Act 2006, which requires 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 must publish their behaviour policy online

Roles and responsibilities

School Governors

The governing body of Bearwood Primary School is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations

The senior leadership team will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's "Golden Rules" and Code of Conduct (Appendix1)

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

The Curriculum and Learning

We believe an exciting, engaging curriculum contributes to good behaviour. Thorough planning for the needs of all pupils, the active involvement of pupils in their own learning, and structured feed-back all help to build self-esteem and a sense of self-belief in their abilities.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to recognise effort.

At all times the children will be encouraged to be reflective and to evaluate their own behaviour. They will plan strategies to achieve the desired behaviour.

Our Golden Rules

Our Golden Rules are our agreed rules for behaviour and highlight our expectations and beliefs. In addition to these a small number of classroom rules will be discussed and agreed with the children.

Our Golden Rules will be displayed in all classrooms and in prominent places around the school. Staff will refer to them when dealing with both appropriate and inappropriate behaviour.

We respect ourselves, others and the school

We are responsible for our own choices and actions

We always do our best to learn

We keep ourselves and others safe

We do as we are asked first time

Whole School Stop Signal

To gain the attention of a large group or class, please:

Raise right hand to shoulder height – palm facing the class/ group. Look keen and eager as if you have the most interesting thing ever to share with them

The children in turn need to: raise their hand; look at you; stop whatever they are doing and put everything down

Wait in silence making eye contact with the class. Acknowledge those that have done what is expected with a non-verbal sign - smile, nod, wink, etc

As soon as the class is with you praise the speed with which they stopped and pop a marble in the jar

If at this point there was someone that didn't stop, simply give them a warning explaining what your expectations are



Rewards

The best and most successful approach to creating a positive ethos is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements.

We will ensure children know that their effort and achievement is recognized and valued, they will be rewarded through a range of possibilities. These are not hierarchical.

1. Verbal Praise
2. Stickers
3. Teacher praise note (Happy Note)
4. Post card home
5. Head teacher's certificate

Class reward systems

As well as acknowledging and celebrating individual efforts and successes, pupils are encouraged to work collaboratively as a class.

Marbles in a jar

- 20 marbles daily equals golden time from 2.50pm in Key Stage 1.
- 100 marbles weekly for 30 minutes golden time in Key Stage 2.



Consequences

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a positive outcome. Consequences of inappropriate behaviour are as follows:

1. Reminder of appropriate behaviour by class teacher or other adult working in school – Tell them what they should be doing.
2. First warning given and child's name placed on class tracker, along with time and number of rule broken.
3. Reflection in own classroom. Every classroom to have a designated area.
4. Time out in partner class (KS1- 15 minutes, KS2- to the end of the lesson) with suitable work. Deputy Head teacher informed and parents contacted.
5. Phase leaders to check behaviour trackers weekly and implement any actions needed.

Sanctions are cumulative within a session and are reset after break and lunch. Pupils have a fresh start in the next session.

Severe Behaviour Clause - Sent to Head or Deputy

NB: A Zero Tolerance policy will be adopted in very serious situations of unacceptable behaviour (bullying, swearing, violence, complete disobedience or lack of control) pupils will be sent immediately to the Head or Deputy and parents will be contacted.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (see Anti-Bullying Policy)

Suspension and permanent Exclusion

Incidents of severe behaviour and extreme breaches of the behaviour policy can lead to a fixed term suspension or permanent exclusion. (See Appendix 2)

Lunchtime Behaviour

Pupils are expected to maintain equally high standards of behaviour at lunchtime as during the rest of the school day and to respond to directions from lunchtime supervisors in the same manner as any other adult in school. The Golden Rules and the Code of Conduct apply at lunchtime too!

Lunchtime Rewards



Verbal Praise

Sticker

Lunchtime Consequences



Verbal Warning

Spoken to by Senior Supervisory Assistant

Sent to Head or Deputy

Loss of lunchtime play (organised by Head or Deputy)

Children with SEND

Children with SEND may need a different, more individualised approach, staff making relevant adjustments for individual needs. It is expected that staff will be fully aware of their pupils' learning and/or social, mental, emotional needs and will plan their lessons accordingly.

In dealing with behaviour issues which need sanctions to be applied, reasonable adjustments should be made for SEND pupils. In exceptional circumstances, staff may feel that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty. Staff must seek advice from the SENDCo or SLT. In response to pupils who present with significant needs and may need outside agency support, the school will contact parents to seek permission for a referral to be made to access the relevant professional support.

Behaviour Outside School premises

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Reasonable force at Bearwood will only be used on the rare occasions that pupils are:

- *Hurting themselves or others, damaging property or causing disorder and do not respond to verbal or non-verbal instructions.*

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Searching and confiscation

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present

Any prohibited items found in a pupil's possession as a result of a search will be confiscated:

Prohibited items are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette

Pornographic images

Any article that a member of staff, reasonably suspects has been, or is likely to be used to commit an offence or injure a person or damage property. These items will not be returned to the pupil.

Child-on-child abuse

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

Appendix 1

Code of Conduct

Wear school uniform with pride

Wear no jewellery except a small pair of stud earrings or a religious bangle

Walk around school

Line up sensibly

Bring only healthy snacks to school

Do not bring chewing gum or mobile phones to school.

Appendix 2

There are three types of exclusion that School's can use as a sanction :

1. Lunchtime Exclusions.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger Governor meetings so that parents can make representations if required. These exclusions are not affected by the new regulations on providing pupils with education from the sixth day of their exclusions. Considering the child's age and vulnerability, the Head Teacher should ensure that a parent/ carer has been contacted and is available to collect the pupil and supervise during the lunchtime exclusion.

Free School meal entitlement must be honoured.

2. Fixed Term Suspensions

A decision to suspend a pupil for a fixed period should be taken, on the balance of probabilities, only in response to breaches of the school's behaviour policy where these are not serious enough to warrant permanent exclusion. Individual fixed period suspensions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the School following an exclusion. Ofsted inspection evidence suggests that 1-3 days are often long enough to have the desired effect without adverse educational consequences.

A School can do fixed term suspensions for a maximum of 45 days in one academic year. When a pupil is given a fixed period suspension for six school days or longer, the school has a duty to arrange suitable full-time education provision from and including the sixth school day of the exclusion.

Primary Schools must arrange reintegration meetings for all pupils following a fixed term suspension. Return to School cannot be delayed if a parent is unable or unwilling to attend this meeting.

2. Permanent Exclusion.

The decision to permanently exclude can only be made by the Head Teacher (or Deputy Head Teacher if Head Teacher is not on site). A decision to exclude a pupil permanently should be taken only :

- a) in response to serious breaches of the school's behaviour policy: and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school.

The decision to exclude a pupil permanently is a serious one and should only be taken when all the facts and evidence are clear. In some circumstances it will be necessary to put a fixed term suspension in place pending the outcome of an investigation. This should be as short as possible and work should be sent home by School in the first instance. Full time education should be provided from the sixth day of any fixed term exclusion. However, full time education must be provided from the first day for "Children in Care" (i.e. "Looked after Children"). In such cases, letters sent to parents/carers need to indicate that a permanent exclusion might be the outcome of these investigations.

There will be exceptional circumstances that the Head Teacher will decide to permanently exclude a pupil for a "one off" incident – these could be :

- 1) Serious actual or threatened violence against another pupil or member of staff :
- 2) Sexual assault / abuse :
- 3) Supplying an illegal drug:
- 4) Carrying an offensive weapon

When a pupil is involved in a criminal activity the School should consider whether or not to inform the police. The outcome of the police investigation does not have to have reached its conclusion before the Head Teacher makes their decision.

Once the Head Teacher has made the decision to permanently exclude a pupil they need to contact the Local Authority to advise them in order for the statutory Day 6 education provision to be made by the Authority (Day 1 for "Children in Care").

Head Teachers should carefully follow the procedures set out in law, which are designed to ensure fairness and openness in the dealing of permanent exclusions