

Brown's C of E Primary School



Every Child Matters

POLICY

For

Behaviour Policy 2024-2025

'I can do all things through him who strengthens me.' Philippians 4:13

Policy Co-ordinator: Headteacher/Senior Teacher

Original Policy Dated: September 2020

Reviewed Policy Date: September 2024

Presented to Academy Committee:

This policy acknowledges the school's legal duties under the Equality Act 2010, Education Act 1996, Schools Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006, Education Act 2011 and the DfE Guidance for schools on Behaviour July 2011.

In particular Section 91 of the Education and Inspections Act 2006 defines reasonable punishment as: "The penalty must be reasonable in all circumstances and that account must be taken of the pupils age, any Special Educational Needs, disability they may have, any religious requirements affecting them."

Our Vision

As a **caring**, inclusive school, we use our positive and consistent expectations to enable all members of our school community to **learn** and flourish. We want **enjoyment** of what we do together to support our work towards **achieving** excellence in all that we do. We recognise the value of each person in our community enabling all to become effective agents of change in the world.

Our Values /Beliefs

We strongly believe that successful learning can only begin to take place when all members of our school community feel safe, valued and respected.



As a caring community we have worked with all stakeholders to ensure that our school can provide a safe and happy learning environment that respects individuality.



We believe that every member of our school community should be valued, respected and treated as an individual, in accordance with our school vision.

'So in everything, do to others what you would have them do to you.' Matthew 7:12

Central to this aim is the expectation that the children of Brown's C of E Primary School will display high standards of behaviour and treat other people as they would wish to be treated themselves. At the heart of our belief is that all children are loved by God, are individually unique and that our school and the LAAT Trust has a mission to help each child to fulfil their potential in all aspects of their personhood – physical, academic, social, cultural, moral and spiritual. As a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, 'living life in all its fulness' (John 10:10).

In our school we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by incentive or rewards and equally that consequences, rather than punishments are given. Consequences are proportionate, reasonable and aim to restore harmony so that pupils can learn well from their mistakes, and these may well look different for different children.

We know, at times, that some pupils will make poor choices but, in our school, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour, demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them good role models, role models that may help them to regulate their behaviours as they grow, in order to reduce conflict and to help them be happy individuals.



Rights and Responsibilities

All classes at the beginning of a school term come up with a class charter which they all sign and agree to, children will be referred to this when we see poor choices being made. All members of our school community are aware of their rights and agree that with these rights come responsibilities:

Responsibilities

Children's responsibilities:

- To work to the best of our abilities;
- To allow others to do the same;
- To treat others with respect;
- To follow instructions from school staff;
- To take care of property and the school environment;
- To co-operate with others;
- To take responsibility, where appropriate, for our own actions.

Staff Responsibilities:

- To have high expectations for all pupils;
- To treat all children fairly and with respect;
- To raise children's self-esteem and develop their full potential;
- To use rules and sanctions clearly and consistently;
- To provide a challenging and relevant curriculum;
- To create a safe and pleasant learning environment;
- To be a good role model;
- To form a good relationship with parents so that children can see that the key adults in their lives share a common aim;
- To recognise each child as a unique individual.

Parents' Responsibilities:

- To make children aware of appropriate behaviour in different situations;
- To foster good relationships with the school;

- To encourage independence and self-discipline;
- To show an interest in school activities;
- To support the school rules and expectations;
- To respond to invitations from the school to discuss their child's behaviour as this helps to break down barriers between school and home and makes the acceptance of a combined responsibility more likely.
- To support the school in the implementation of this Behaviour Policy.

Volunteer and Visitor Responsibilities

- To treat all children fairly and with respect;
- To work with school staff to support pupils in school;
- To demonstrate respect towards others and be good role models to the children.

How we will promote positive behaviours

Rewards

We strongly believe that our greatest reward is intrinsically linked to the school ethos of Care, learn, enjoy and achieve and to be the best version of ourselves that we can be. 'Rewards' come from completing achieving a challenge, helping others, a thank you from others, a smile from a member of staff amongst so many others.

Examples of rewards:

- Verbal praise the use of positive language focuses children on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good', they are however making good or bad choices. Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising. Positive language focuses on how much pupils have improved rather than expecting perfection. Verbal praise is a recognised way of promoting good behaviour encouraging repetition and communicates the school's expectations and values to all pupils.
- Communicating praise to parents
- Certificates and special assemblies/collective worship – each week a learner of the week and reader of the week is chosen and parents invited in. At the end of each term 2 children from each year group will be chosen who have shown the value of the term. Parents are invited in to share in these moments.
- During our Friday celebration we would also like to celebrate other achievements so if your child has met a swimming length certificate, a scout, cub or guide badge or a trophy for a sport outside of school time we encourage children to bring it in so we can collectively praise this achievement.

The table below shows examples of positive behaviour choices.

Attitudes	Work
Care for others	Accuracy
Effort	Achievement
Fairness	Completion of work
Honesty	Consistency of effort
Good manners	Determination
Initiative	Effort

Respectfulness	Independence
Self-discipline	Organisation
Supportiveness towards others	Punctuality/attendance
Thoughtfulness	Perseverance
Reliability	Presentation of work
Responsible behaviour	Motivation
	Study skills

Responding to misbehaviour: Consequences

The school will use a range of consequences to manage behaviour which will be reasonable, appropriate and proportionate:

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- Loss of a dojo point
- Loss of or controlled social times
- Being placed on short-term behaviour report cards or longer-term behaviour plans
- Fixed term exclusion (suspension)
- Permanent exclusion

We see our children very much as “works in progress” with lots to learn both academically and socially. Therefore, we accept that they will make mistakes from time to time. It is only by making mistakes and being taught an alternative that we can learn.

Mistakes
Are The
Stepping Stones
To Learning!

For most children engaging in low level behaviours, a low-level consequence is often sufficient for them to begin to change their behaviours.

When children don't respond to the low-level sanction it is important that a clear system informs next steps.

To facilitate this, we have agreed a hierarchy of behaviours and possible responses.

Minor incidents may include:

- Lack of cooperation (initially)
- Not accepting reasonable reminders about, e.g. running on corridor, not lining up appropriately
- Low level rudeness to staff
- Not attempting work (that the child is able to do)
- One off name calling
- Low level disruptive behaviour
- Swearing or gestures (not intended to hurt)
- Poor work **solely** due to lack of effort. i.e staff are certain the child can do the set task.

Medium level incidents may include:

- Failing to respond to sanctions imposed to remedy low level incidents
- Being deliberately rude to staff e.g. by swearing, gestures or tone of voice
- Being involved in negative incidents with other children which may or may not be physical
- Persistent low-level disruption
- Refusal to work during a lesson

Serious incidents may include:

- Refusal to co operate
- Persistent swearing or rude gestures intended to hurt
- Openly defiant towards staff
- Intentional damage to property
- Malicious untruths
- Stealing
- Significant physical, verbal or written abuse of others and property
- Significant teasing/ bullying
- First offence of racial abuse
- Leaving classroom without pass out card/ permission

Very serious incidents may include:

- Leaving the school site without permission
- Very serious physical or verbal/gestured/ written abuse of staff or children including racially motivated
- Deliberately dangerous actions

Procedures and Sanctions

The adults working with the children are expected to act in accordance with the advice in this policy and to use their own professional judgement as to the severity and frequency of behaviours.

Children will be given verbal warnings about unwanted, poor behaviour choices before consequences are given.

At all times children will be spoken to about their actions and we will use restorative practice techniques to help understand where the behaviour has stemmed from. We believe children should have a new start after their reflection time, however should the same incident occur again it will move up in seriousness.

In all instances minor incidents should be dealt with by the staff member who witnessed the incident and may be recorded on the schools system CPOMS.

These incidents will usually result in a low-level sanction and for most of our children this will be sufficient for them to modify their future behaviour.

Medium incidents **will** be dealt with by the teacher/ adult in charge and will **usually** result in the child receiving a low or medium level consequence, the incident is again logged on the schools CPOMS system and at this point parents/carers may be spoken to at home time to highlight what happened and the consequence. We believe that once the consequence has taken place then we wipe the slate clean and the child has a fresh start and hope that lessons have been learnt so the incident isn't repeated.

Serious and Very serious incidents may need to be dealt with by, Mrs Maddick (Head of School), Mr Trafford (Executive Head) or a member of the senior leadership team. Following such an incident the child will, be given time to reflect on the incident and talk through it with a member of staff and a phone call will be made to parents or carers.

Parents/ carers may be asked to attend a meeting at the school at all parties earliest convenience. The purpose of the meeting will be to discuss the incident, plan appropriate sanctions and agree any future actions.

Exclusions both fixed term or permanent may be for a build-up of unmanageable and unacceptable behaviour, but may also be for a one-off incident. Following a fixed term exclusion a parent must attend a reintegration meeting with either the Executive Head or Head of School along with the pupil.

See also Government guidelines: <https://www.gov.uk/school-discipline-exclusions/exclusions>

Restorative Practice

Restorative practice is an approach that aims to repair and improve relationships between members of a community.

In recent years, restorative practice has been used increasingly by schools with the aim of reducing conflicts in school settings. At Brown's restorative practice might be used when a pupil is disruptive, breaks agreed rules, damages property or treats others inappropriately. Restorative practice is led by needs and driven by the values of empathy, respect, honesty, acceptance, responsibility and mutual accountability.

We use restorative practice to repair the harm caused by conflicts and offers an alternative to 'traditional' punitive interventions. Restorative practice is built on the principle of something being 'restored' or 'repaired'.

What this is exactly depends on the individual set of circumstances and the needs of those involved. Sometimes, what is being repaired is something between those involved, such as:

- effective communication;
- relationships;
- friendships;
- empathy and mutual understanding.

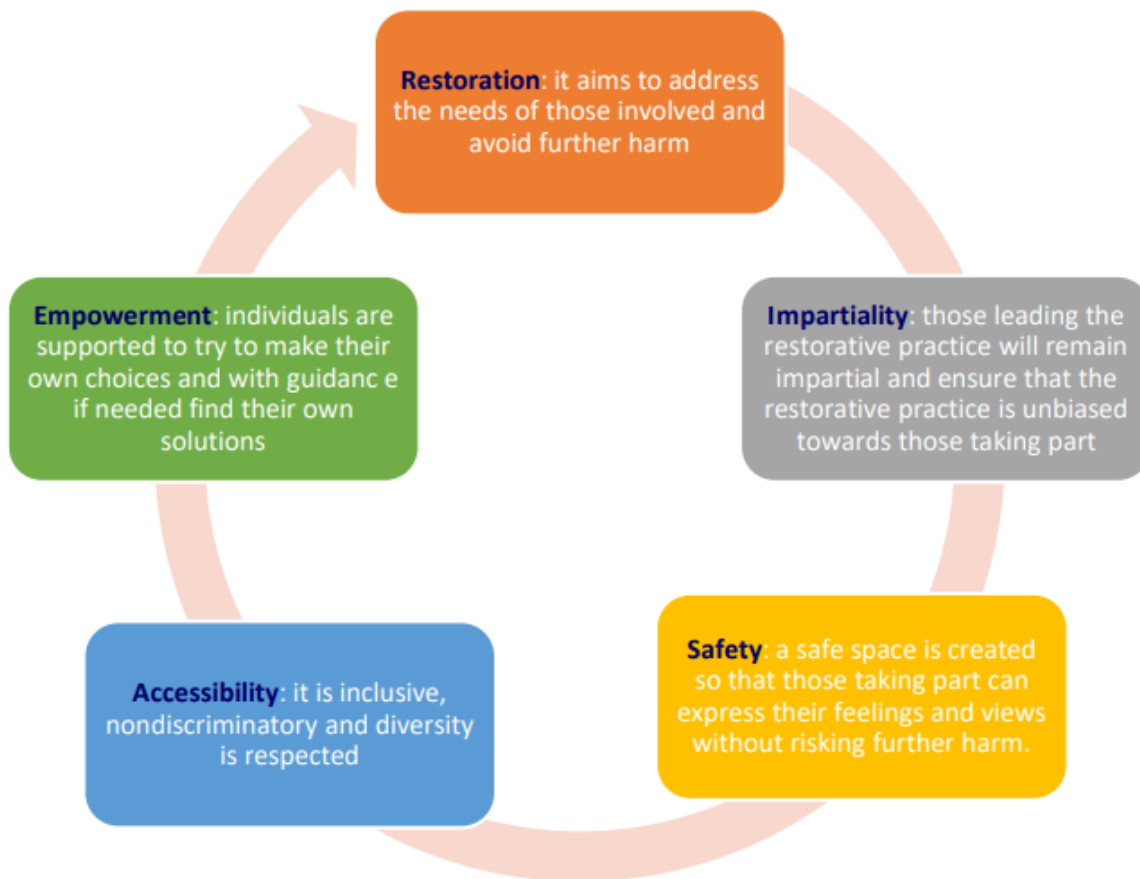
In some instances, something is repaired within an individual; this can be for either the person responsible or those impacted. Examples include:

- self-esteem;
- dignity;
- confidence;

- self-respect.

The process can often restore the sense of belonging for those involved.

At Brown's we use the cycle below to help with restorative practice



In addition, these questions are used as a tool during the restorative conversation for the wrong doer and the harmed. Discussions should always focus on the act not the actor, the deed not the doer.

Questions for wrong doer	Questions for injured party
What happened? Who has been affected? Who has been affected by what you did? How might they feel? What were you thinking at the time? What have your thoughts been since? In what way have they been affected? What do you think you need to do to make things right? What have you learnt?	What did you think when you realised what had happened? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

Restorative Practice (RP) is not a sanction in itself but may result in a sanction (see table above) dependent on the severity of the unwanted behaviour. In some circumstances the RP process and repairing the harm may be a satisfactory outcome and no sanction may be necessary. Additionally, following a discussion, boundaries and expectations of behaviour may be established with associated consequences for non-compliance. We may not like the outcome but the process has been fair.

Use of Reasonable Force

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school's Positive Handling Policy <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Prohibited items, searching pupils and confiscation.

The Executive Head of School and Head of School and staff authorised by them have a statutory power to search pupils or their possessions, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy.

The prohibited items where reasonable force may be used are:

- Knives and 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:
 - a. To commit an offence; or
 - b. To cause personal injury to any person, including the pupil themselves; or
 - c. To damage the property of any person, including the pupil themselves.

Monitoring of Behaviour

Behaviour is monitored by the Head of School and the Executive Head Teacher using the CPOMS tracking tool. Patterns in behaviour may be identified and addressed with children and/or parents in order to best support the children. All incidences of behaviour from medium levels onwards is recorded using CPOMS.

Additional Support

Additional support is available through the schools SEN systems and via additional interventions supported by the schools Learning Mentor. We recognise that some pupils may need more support than others to develop their skills and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

If necessary, pupils will be provided with an Individual Behaviour Plan. IBPs are reviewed termly. This supports the achievement of short, realistic targets and links to our SEN Pupil Passports. Parents are informed at every stage of this process.

For pupils with more significant difficulties with behaviour, the school will seek to work in partnership with outside agencies such as the Behaviour Outreach Support Service (BOSS) and the Educational Psychologist. This will usually take place after IBPs have been implemented.

The school may also consider the involvement of Social Care and Health Services. The school will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This would apply to pupils with SEND and other pupils as their personal circumstances warranted it.

Adjustments made and agreed would be shared with staff members in school. This may mean that there is an appearance of the policy not being adhered to at times as rewards and sanctions are applied 'differently' but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need.