

# **Behaviour Policy**

## **Bawdsey CEVC Primary School**



**Approved by: FGB**

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## **Bawdsey CVEC Primary School**

### **Our Christian Vision:**

At Bawdsey CEVC primary school our children know that they have God's world in their hands, they look beyond their quiet peninsula home to understand and make an impact on the whole, diverse world. We want the children to be resilient, caring and courageous advocates who know they are equal with others.

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## **1. Introduction**

We are an inclusive school and will make reasonable adjustments to meet the needs of specific individuals. The promotion of positive attitudes towards behaviour, other members of the school community and the school itself, are seen as being crucial, as such attitudes underpin effective learning and the development of all individuals who are part of our community.

Our approach to attitude and behaviour, links to our school vision and aims to:

- Promote self-respect, consideration and respect for others (children and adults), and for our learning environment. (Caring focus from the Vision)
- Develop an attitude of trust and fairness. Foster self-discipline (Equality focus from the Vision)
- Develop social skills and awareness.

## **2. The rules for behaviour that we expect to see from our children**

The class rules developed through discussion with children, are displayed in each classroom and discussed regularly with the children. These rules are what we expect the children to follow in school.

## **3. Promoting and rewarding good behaviour**

We will strive to:

- develop an ethos of celebrating children's work and behaviour, through regular praise and reinforcement, team points, stickers, and class rewards as appropriate and decided by the class teacher.
- be positive in building children's self-esteem.
- celebrate achievements publicly, with weekly assemblies and in parents' newsletters.
- Regularly inform parents about their children's progress and successes.

### **3.1 Strategies to promote positive attitudes, self-esteem and good behaviour**

- Be consistent. Never ignore bad behaviour. If you cannot follow up an incident when it happens, let the child know you are aware of it and will be following it up soon.
- Aim to explain your expectations clearly, and expect the children to respond immediately (or when they are able to emotionally regulate themselves).
- Diffuse a situation, perhaps through humour or delay, rather than by being confrontational. When needed use the Bellscroft de-escalation training.
- Discuss the school rules regularly with the children and be prepared to amend or extend them for your class as a result of discussion.
- Use circle time to develop self-esteem – in some classes when necessary.
- Be calm, cheerful and friendly, using humour (never sarcasm) and spending time on the playground to build positive relationships with children. Smile and use praise whenever you can, especially for children who are insecure

or you know to be having problems either inside or outside school.

- Listen to the fears and concerns of the children in your care.
- Consider the timing of quiet and noisy sessions in your day. Children need to settle down after coming in from the playground, and before going to an act of worship.
- The pupils' behaviours will be shown on a traffic light behaviour chart in each class and the positive behaviours will be also displayed and praised.
- Always liaise with supply teachers, and other teachers when children move classes, to share expertise and knowledge.
- Each class has a set of class rules agreed by the children at the start of the year.
- Praise honesty, reward children for telling the truth.

#### **4. Inappropriate behaviour**

This can take several forms, including:

- Bullying (see paragraph below)
- Lack of respect for the feelings of others
- Lack of respect for adults within the school
- Aggressive behaviour, both physical and verbal
- Defiance, either overtly or by insidious undermining of an adult's authority
- Persistent anti-social behaviour
- Destructive behaviour towards the property of others
- Inappropriate language (Including sexual and racist language.)
- Racist behaviour
- Distracting others in lessons.
- Persistent extreme or radicalised behaviour.

#### **5. Inappropriate behaviour and the use of the traffic light behaviour system in classes**

- The traffic light system show green, yellow, red and gold bands which serve as a visual reminder for pupils.
- All pupils start each session with their names in the green section. There are two sessions a day one for the morning and one the afternoon.
- In the instance of inappropriate behaviour, a verbal reminder that the pupil is making inappropriate choices is given and they are reminded that their behaviour is not in accordance with the school expectations.
- If the behaviour continues, a warning is given, and their name is moved into the yellow band.
- Continuation will result in the child's name being put in the red band and the pupil will have a consequence see the list below. During thinking time, they will complete work that they have missed with their choice of behaviour. The class teacher will direct the pupil to sit in a designated place to complete their thinking time. This could be within the classroom on a chair separate from the

rest of the class or in an area within line of sight of a member of staff. After having thinking time, the pupil's name returns to green.

- If behaviour persists and the pupil's name gets to red twice within the same session, they will be sent to a Senior Member of staff to complete thinking time.
- If behaviour continues and a child's name gets to red 3 times in a day, they will be sent to the Headteacher or Senior teacher to miss class or break time and their Parents/ Carers will be informed.
- If a child has exemplary behaviour, they will have their name moved to the gold band and be praised for this.

**5.1 Sanctions** When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour. The child will be given the choice after each sanction to conform. This encourages the child to take responsibility for his/her own behaviour. For those children who choose not to follow our school rules, the following consequences may be carried out, but they may not be given in this order as if the misdemeanour is severe some stages can be missed out:

### **Early Years Foundation Stage**

Reminder and modelling of behaviours

Time out

For persistent or serious misbehaviour, a child may be sent to a Senior Leader

#### **Key Stage 1**

Warning

1 minute time out

3 minutes time out

Sent to Senior Leadership Team member

Sent to Headteacher and Parents/ Carers contacted.

#### **Key Stage 2**

Warning

Removal from group for set time/task

Removal from the group for the rest of the session plus time spent with teacher discussing the issues regarding the behaviour

Sent to another class for the rest of the session

Sent to Senior Leadership Team Member

Sent to Headteacher and Parents/ Carers contacted.

### **5.2 General notes**

- Only class adults are to move the pupil's names on the chart for the negative behaviour choices.
- Children may move their own name back to the green when instructed by the class adults.
- The children's names can move away from the yellow and red by showing good behaviour choices travelling back to green.

- The pupils' behaviours should be recorded in the red, class A5 behaviour log so that any trends and patterns that arise with the negative behaviour choices can then be identified and prevented with deploying TA support or changing classroom routines.
- A pupil throwing objects at other children in anger, hurting children on purpose or swearing will have their names moved instantly to red.
- For any extreme behaviours, the pupil will be taken directly to the Headteacher or Senior teacher.
- Nursery do not always use the traffic light system; any negative behaviour choices are often dealt with by the class adults. They give verbal reminders or explanations and then thinking time when needed.
- As an inclusive school, it is acknowledged that some children may occasionally require a different approach appropriate for their needs, involving a reasonable adjustment of the school behaviour policy. Where this is the case, this will be planned for and known by adults who work with that child. It will be kept safely out of sight of other children, but accessible to appropriate staff.

In all instances, the emphasis must be upon the children understanding what they have done wrong. The teacher needs to look for quick ways to reintroduce the child to the class, to repair the damage done to relationships, and to find something to praise the child for in the near future.

## **6. Exclusion**

In extreme cases a child may be excluded for a fixed term or permanently from Bawdsey CEVCP School. It is expected that should this be necessary many other attempts will have been tried to correct the inappropriate behaviour, and that dated and signed documentation will exist to show that this has happened, other steps such as working with Senior Leaders, behaviour reports to home may have been used before exclusion occurs. The headteacher or senior teacher may give a formal warning to a child and inform their parents that such an action is being considered and will consult with the child's Parents/ Carers and Class teacher beforehand. In very extreme circumstances a child may need to be excluded without going through the above processes, for example if there was an obvious threat to other pupils and adults due to extreme physical or verbal aggression.

An exclusion is usually for a fixed term (usually one to five days). Subsequent exclusions would be for five and fifteen days, and then permanently. The Headteacher or Senior teacher would present the pupils' behaviour history to the local IYFAP panel for support with the pupils' behaviour, in an attempt to not permanently exclude a child from Bawdsey school.

In all cases of exclusion, the headteacher and senior teacher would follow the current county advice and procedures and would consult the Inclusion Team and Chair of Governors. The document 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil

movement.’ Published by the DFE September 2022 will also be adhered to. Along with our own ‘Suspension and Permanent exclusion policy’.

In the case of a child with additional needs displaying poor behaviour choices we will work with the family and external agencies to ensure we are being fair for that child.

## **7. Use of reasonable force to restrain pupils**

Teachers and other approved staff have a legal right to use **reasonable** force to prevent a pupil from:

- Injuring themselves
- Injuring others
- Damaging property or committing an offence.

It is expected that such situations will be extremely rare and will be used as a ‘**last resort**’ as the de-escalation training of staff members will be followed before this happens, for example the other children in the classroom would be moved to remove the risk.

The Headteacher or Senior teacher will always be informed of the circumstances for such actions. They will normally interview the child concerned and inform the child’s Parents/ Carers, the intervention used will be recorded if physical actions are used.

This policy authorises all teachers, teaching assistants, mid-day supervisors, Breakfast Club staff and Support staff to use reasonable force in the above circumstances, provided they tell the Headteacher or Senior teacher and provide a written account of the incident as soon as possible afterwards, so it can be reported to Parents/ Carers and be stored appropriately.

Any pupils who may display physically challenging behaviours we will get external support for through the Inclusion team, a SES, Mental Health referral or AP referral. They will have a behaviour support plan in place and a risk assessment as needed. The following techniques may be used in situations to de-escalate a child’s behaviour or prevent themselves or others from getting hurt - with appropriately trained staff.

### **7.1 Early Interventions may include the following;**

- Physical contact such as upper arm guard, or hand on shoulder for reassurance in avoiding known triggers.
- Redirection to reduce anxiety such as indicating and physical prompts to an alternative activity/area. This follows anxiety identification through warning clues and physical signs outlined in a Behaviour Support Plan.
- Proactive and inclusive approach used as soon as warning signs identified.

### **7.1 Active interventions may include the following;**

- Reasonable and lawful force used only as a last resort to keep child/peers/adult safe in the event that the situation poses greater harm to all involved without intervention.

- Upon unsuccessful redirection, as soon as anger warning signs identified, disengagement including deflections, collect/support hold and removal from situation via low level de-escalation strategies.
- As soon as anger and aggression identified, and risk assessment concludes greater harm to those involved without intervention, restrictive techniques may be employed. These may include cup hold/cup fist/seated techniques to keep the situation safe. These techniques will be reasonable, lawful and a last resort. They will involve two members of staff, and be recorded /logged afterwards appropriately in line with school policy and de-escalation training qualifications. These incidents will always be followed up with the child after the event at an appropriate time, to address the feelings and behaviours involved and work together to find new ways to address the initial trigger, anxiety and anger.

### **8. Confiscation**

Bawdsey School reserves the right to ban certain items which may from time to time appear and threaten the orderly running of the school and the enjoyment and education of the children within it. These will most frequently involve ‘fads’ and swapping but may be any personal possessions. If after reasonable warnings a child still insists on bringing such items into school, then the teachers have the right to confiscate them until the end of the school day. In this case, they must ensure that they put the item confiscated in a safe place – in the teacher’s desk if it fits. Dangerous and large items are taken to the office by a responsible adult. The school also reserves the right to look into a pupil’s personal possessions if they suspect there may be items that are not allowed in school or to call the police to support this as needed.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline (“Discipline in Schools – Teachers’ Powers”) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).
- Power to search without consent for “prohibited items” (Section 550ZA (3) of the Education Act 1996) including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images.

If weapons and knives and extreme or child pornography are found as a result of a search they will be handed over to the police. For other prohibited items found it is



for the teacher to decide if and when to return a confiscated item and this will normally be returned to a Parent/ Carer.

## **9. Bullying**

Bullying is usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

Bullying is an emotive and frequently misused word by Parents/ Carers and children. Children need to be educated to understand that bullying can take many forms, both physical and emotional. It involves one or more children picking on another child, or a group of children, making life uncomfortable or frightening for them. It frequently also involves events happening repeatedly. The most effective ways of dealing with bullying involve bringing the problem out into the open, and the greatest dangers are always when the problem is kept secret, or a child who seeks to communicate is ignored or given bad advice.

Bawdsey School does not tolerate bullying. All incidents of bullying will be dealt with by the member of staff concerned promptly, and the headteacher or senior teacher informed so that a record can be kept by the headteacher or senior teacher and if needed reported to the county safeguarding team, for example if it shows itself to be peer on peer abuse.

At Bawdsey we have found the following actions to be effective:

- Listening to the child and their parents, and looking for possible causes.
- Investigating complaints to ensure fairness. Sometimes the simple fact that staff are aware and monitoring relationships is enough to prevent further instances. Always record findings and inform the headteacher or senior teacher.
- Inform all staff who may look after a child, so they can also monitor and be prepared for possible bullying.
- Mentor the person being bullied, suggesting strategies (e.g. associating with different people or walking home with a friend) which are within the school's accepted code of behaviour.
- Monitor by talking to Bully and Victim every day so that they know it is being addressed. Reduce to weekly when appropriate.
- Establish a contact person with whom the person being bullied can discuss the issue.
- Establishing an anonymous 'I need to let you know...' system (perhaps a box or agreement with your class that they can leave such a note in your top drawer).
- Running circle time lessons and assemblies or small groups with a bullying focus.

- Using drama to explore the feelings of people being bullied.
- Recording and looking for trends and places when such incidents occur.
- Discussion with Parents/ Carers of all involved.

Fortunately, bullying happens rarely, but when it does it has a very serious effect upon those involved. For this reason, the staff will always act promptly and conscientiously when they find out about a possible instance of bullying. Please see the separate bullying policy for the school.

### **8.1 The use of SMSC, One Decision PSHE scheme and 'No Outsiders- Everyone Different- Everyone Welcome' in school**

We work to prevent pupils from developing extreme and radical views by embedding spiritual, moral, social and cultural principles throughout the curriculum. We strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. We also use the 'One Decision' PSHE scheme and the worship and lesson resources from 'No Outsider- Everyone Different- Everyone Welcome' by Andrew Moffatt to promote equality in the school and outside.

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

All staff and Governors have yearly training in PREVENT.

### **10. Ensuring good behaviour of pupils in uniform outside of school**

The school reserves the right to discuss and implement behaviour consequences for pupils who use inappropriate actions outside of school. This may occur if the pupils are in school uniform outside of school and behave inappropriately which may affect the school's reputation.

## **11. Training and implementation**

For this policy to be effective, all staff need to be aware of it, children and their parents need to understand it, and training needs to be provided as appropriate. It also needs to be flexible, so that steps can be by-passed or added as are necessary in individual circumstances and to meet the needs of individual children. Staff should have Schoolsafe or Bellscroft safety training, and if appropriate, training in physical de-escalation and handling techniques.

## **12. Roles and responsibilities of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **13. Roles and responsibilities of the Headteacher**

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour. Any incidents of Bullying, Racism or Homophobia are always recorded in logs, this will be reported to the Governing Body through the Headteachers report.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child (see Exclusion section of this Policy).

## **14. Roles and responsibilities of the class teacher**

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. Staff understand that not all children have the same experiences so while behaviour expectations are always high, treating all children fairly does acknowledge this might mean slightly different expectations for some pupils, to ensure that can make positive progress with their behaviour.
- If a child misbehaves repeatedly in class, the class teacher will keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher or senior teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or behaviour support service.
- The class teacher reports to the parents/ carers about the progress of each child in their class, in line with the whole school policy. The teacher may also contact a parent/ carer if there are concerns about behaviour or the welfare of a child.

### **15. Roles and responsibilities of the Parents and Carers**

Bawdsey School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school expectations in the school prospectus, we make this policy available on the school website and new parents/ carers are signposted to it, as we expect parents/ carers to read these and support them.

We expect parents/ carers to support their child's learning, and to co-operate with the school, and that may be set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/ carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence for a child, parents/ carers should support the actions of the school. If parents/ carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal complaint may be submitted (see Complaints Policy) or an appeal process can be implemented.

Parents will understand that not all incidents of negative behaviour will be reported to them, however they may ask about any such incidents. Parents/ Carers will not interfere in relations not related to a child in their care.

### **16. Liaising with Parents and Carers**

When Parents/ Carers are approached it should be to seek their help and support and inform them of any incidents which may cause their child to become distressed or anxious. Involving Parents/ Carers will, in most cases, follow these steps:

- An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion. Staff may also communicate with parents via Clasdojo to inform Parents/ Carers of their child's behaviour or incidents involving their child.
- The Parents/ Carers are asked to come in for a formal meeting with the class teacher or member of the senior leadership team.
- The Parents/ Carers are asked to come in for a formal meeting with the Headteacher.

To set up positive links, adults in school are encouraged to keep parents/carers informed when their child has behaved well. This can be done verbally as well as by giving certificates. These are celebrated in school and parents are informed via the weekly newsletter.

Class Dojo is used by teachers to track pupil behaviour and engagement in lessons and throughout school. Points can be rewarded for positive behaviours and also negative behaviours can be recorded. Teachers complete class Dojo at the end of each lesson and form tutors review pupil behaviour through the application. Teachers can also directly link with parents through the Class Dojo app to show good work, good behaviour or aspects of behaviour that can be improved upon.

### **17. Managing transitions**

Ensuring that high behaviour expectations are met throughout the school the traffic light system is used in each class (see 3.2). The children follow the same behaviour system in each class; therefore, they understand not only the expectation of them but also the sanctions. Children have the opportunity to meet their teachers prior to 'moving up' into a new class to understand individual staff's expectations and boundaries. Children with ILP's (Individualised Learning plans) will be given extra opportunities to meet their teachers. Children with additional needs/ EHCP any behavioural provision they require will be carried out throughout their classes/with different members of staff, ensuring continuity.

### **18. Malicious allegations made towards staff**

If an allegation made by a pupil is proved to be false, unsubstantiated and/or malicious, action will be taken to determine whether the pupil who made the allegation needs services or may have been abused by someone else.

In the case of a pupil deliberately inventing or making a malicious allegation, the Headteacher will consider (action in accordance) whether the police should be asked

if action may be appropriate against the person responsible. If it is believed a parent or carer was forcing malicious allegations the police will also be consulted.

If it is clear to the Headteacher and Designated Safeguarding Lead that the allegation is demonstrably false or unfounded, the member of staff will be informed orally and in writing of the allegation that it is without foundation and that no further action will be taken. Where appropriate, and if requested, support will be offered, which could include Occupational Health and Counselling Services. Details of allegations that are found to have been malicious will be removed from the staff member's personnel file. Allegations that are proven to be false, unsubstantiated or malicious will not be included in references.

### **19. Legal duties**

Bawdsey School must take account of any special educational needs when considering sanctions and rewards. We have a legal duty under the Equality Act 2010 as amended not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Headteacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability, so the pupil is not treated less favourably for reasons related to the disability, this however, does not mean pupils with an additional need or disability are exempt from actions related to poor behaviour that is not improving.

We ensure our behaviour policy doesn't unintentionally discriminate against certain groups. All classes keep a record of behaviour incidents and look for patterns, so we can make sure one particular group isn't more affected by the policy than other groups.