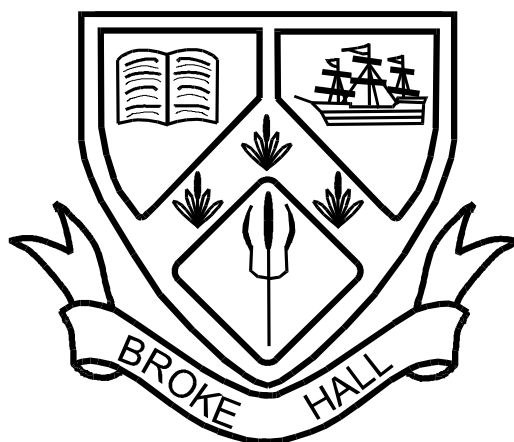


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Broke Hall Community Primary School



Behaviour Policy Issue 11

Document Control

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Broke Hall Community Primary School Behaviour Policy

Statement of behaviour principles

It is a primary aim of Broke Hall School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has several expectations, but the primary aim of the behaviour policy is not a system of enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school expects every member of the school community to behave in a considerate way towards others. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We treat all children fairly and apply this behaviour policy without prejudice in a consistent, non-judgemental way. (Equality Act 2010)

Our Core Values

At Broke Hall Community Primary, we believe that:

- Achievement comes in many forms, and it is always important to celebrate it.
- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes. Adult behaviours create children's responses and behaviours.
- The 4R learning behaviour principles (Resilience, Relational, Resourcefulness and Reflectiveness) positively underpin our ethos.

The School Vision and Aims

Our school is full of learning, respect, and friendship; our vision is that all children are prepared for life by holding our values of; Curiosity, Knowledge and Understanding, Independence, Inclusion and Resilience.

This policy aims to:

- Create a culture of exceptionally good behaviour: for learning, for community, for life by ensuring that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Ensure that all learners are treated fairly, shown respect and to promote good relationships through a consistent and calm approach to and use of consistent language for managing behaviour;
- Help learners take control over their behaviour and be responsible for the consequences of it particularly through the promotion of the use of restorative approaches in place of punishments;

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- Build a community that values kindness, care, good humour, good temper, obedience, politeness and empathy and consideration for others.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- Provide simple, practical procedures for staff and learners that:
 - Recognise behavioural norms
 - Positively reinforces behavioural norms
 - Promote self-esteem and self-discipline promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour
 - Teach appropriate behaviour through positive interventions

At Broke Hall Primary, we support children through the teaching of the skills required to comply with this policy both during curriculum lessons, PSHE activities and other communal activities such as assemblies, during break times, lunches, clubs and activities before and after school.

To fulfil our vision we will:

- Provide high quality teaching, which inspires a love of learning
- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings and emotions;
- encourage a growth mindset and a 'have a go culture', where children learn from their mistakes
- develop vocabulary to enable children to express feelings verbally rather than physically;
- value each child as an individual, with unique range of talents, interests, learning styles and needs, promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

Rules

Our rules and behaviour beliefs are based on the work of Paul Dix and his book 'When the adults change, everything changes'. We have three rules to follow:

- **Be Ready** - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work
- **Be Respectful** - I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions
- **Be Safe** - I will be kind and look after myself and others, following appropriate instructions from adults.

These rules are applicable to the widest variety of situations and are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

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Classroom Agreements:

At the beginning of each academic year, each class agrees guidelines for their classroom. These are printed, signed by the children and displayed in the classroom throughout the year. These are positive, clear statements that cover the following aspects:

- The way we work including presentation, quality, quantity etc.
- The way we move around including entering and leaving the room, movement between work areas etc.
- The way we communicate including volume when talking, hands up when answering, social chatting etc.
- The way we treat each other, listen, the language we use etc.
- The way we keep ourselves and others safe within the classroom including the use of equipment, aspects of the room.
- The way we settle disagreements and what we do when someone feels they have been unfairly treated.

How Will Staff Behave?

At Broke Hall we believe that it is the everyday habits of adults that provoke a change in pupils' behaviour and as such we apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour through our language around behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults are expected to remain professional, calm and kind always. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged through our consequences recording sheet and subject to our continuous monitoring procedures.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted daily by their teacher and/or learning support assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team will also meet and greet children and parents on the playground every morning.
- In order to model positive behaviours and build relationships, staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly and according to needs.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Whole School Approach to Good Behaviour

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From the moment they start school, our pupils are encouraged to talk about their behaviour both positive and negative. By encouraging and supporting this dialogue on an on-going basis, we hope to enable children to articulate why certain events or behaviour happens. All children are encouraged to consider moral issues and behaviour and to develop positive responses, through assemblies, class discussions and throughout the curriculum.

Rewards

It is important to expect good behaviour and good work from all children. It is equally important to praise and celebrate effort, progress and achievement and we do this by:

- Verbal praise
- Ticks on work
- Written comments
- Smiley faces or other 'stamps' or stickers
- Award of Individual and Class 'Dojo' points
- Display of work within the classroom
- Praise in front of the class or year group
- Informing another member of staff
- Display of work on the school achievement board
- Displaying photographs of the child/children demonstrating the expected behaviour
- Photo/name of pupil moved to the Superstar (EYFS/KS1)
- Taking work to show other members of staff, including the Senior Leadership Team.

The following whole-school rewards are used for the encouragement of good behaviour and a positive attitude to learning:

- Class or table group reward points leading to class reward/privileges (to be agreed by each class)
- Head Teacher's sticker – issued in weekly Achievements Assembly with name and reason for commendation displayed on achievements board
- Dojo points leading to bronze (100 points), silver (200 points), gold (300 points) and platinum (400 points) certificates of achievement – issued in weekly Achievements Assembly
- Sports Awards during PE lessons

Whole School Approach to Managing Poor Behaviour Choices of Individuals

The delivery of consequences of any behaviour that falls short of our expectations should always:

- Make it clear, using agreed micro-scripts for each step which rule is not being followed and how that unacceptable behaviour affects others; (Ensuring consistency in language and predictability for pupils, results in all children being treated fairly).
- Avoid being applied to a whole group for the activities of individuals;
- Prevent before sanctions
- Be consistently applied by all staff using a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message, referring to 'Ready, Respectful, Safe in all conversations about behaviour and leaving the conversation to allow the child 'take up time' in order to ensure that children and staff feel supported and secure at all times.
- Be in proportion to the offence, should address the behaviour that is unacceptable and not be made personal to the child.
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly.

Please refer to the appendices for further clarification and guidance.

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Unacceptable Behaviours

Occasionally, some children may behave in an extreme way that is out of character for them. Unacceptable behaviours may be expedited through our system of support in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour. Unacceptable behaviours may include:

Violence (i.e. physical contact made with the intention to harm)

- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Our Behaviour Pathway

The majority of problems within the classroom are caused by 'low-level' disruption. The following procedures will be followed when dealing with such behaviour:

- Praise for those on task
- Tactical ignoring
- Non-verbal directions
- Diversions and distractions
- Defusion

If this fails then sanctions must be fairly and consistently applied. When possible, they should be relevant to the misdemeanour:

EYFS

- Adult will speak to the child and explain which rule is not being followed,
- Child may be asked to sit on the 'Thinking Chair' to reflect on their actions

EYFS/Years 1 & 2:

- Adult will speak to the child and explain which rule is not being followed,
- Child will be asked to sit in the class and reflect on their actions
- Child will be asked to visit the year group lead teacher to discuss their actions
- Child will be asked to visit the Phase leader to discuss their actions.

Years 3,4,5 & 6:

1. Adult will speak to the child and explain which rule is not being followed,
2. Child will be asked to work away from the group
3. Child will be asked to move to another classroom, where possible the Phase Leader (this will be recorded in order that the frequency or pattern of unwanted behaviours can be established and strategies implemented to support such as intervention activities, ABC logs etc)
4. Parents informed (chat in playground or phone call home)
5. Phase leader or other member of the SLT informed

Please see appendices C E and I for more guidance.

For children who have not followed class rules either in their behaviour or attitude to learning may be given an opportunity to spend a short period time with the class teacher either reflecting on choices or finishing work that should have been completed in the lesson.

- For Reception children this will be no more than 2 mins of playtime
- For Years 1 & 2 this will be no longer than 5 mins of playtime

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- For Years 3,4,5 & 6 this will be no longer than 5 mins of play or 10minutes of lunchtime

Serious incidents: Phase Leader, Assistant Headteacher, Deputy Headteacher or Headteacher will speak to the pupil and record it on a green Incident Report form. Parents may be contacted to inform them of the incident.

Representing the School

Becoming a Sports Captain, or a member of school council or sporting team is a privilege. Individuals will be acting as ambassadors for the school and seen as role models by other children. The overall and persistent behaviour of each child should be considered when selecting individuals or teams to represent the school.

Teachers should ensure that those children chosen to act as ambassadors for the school are indeed role models for other children.

Tackling Persistent Disruptive Behaviour

Any warnings issued in class will be recorded on the class behaviour log (Appendix J) which is reviewed weekly by the Phase Leader. Where a child is persistently receiving warnings either generally or in particular lessons, the class teacher and Phase Leader/SLT will meet with the pupil and will then discuss if it is necessary to contact the parents to request a meeting regarding their child's behaviour.

Consideration should be given to whether the behaviour under review gives cause to suspect that safeguarding issues underpin behaviours, if so, safeguarding procedures should then be followed.

All members of staff should bear in mind that behaviour is a form of communication and that continuing disruptive behaviours might also be the result of unmet needs – it is important to consider all possibilities at every stage and consult the Special Educational Needs Co-ordinator (SENCo) and Family Liaison Officer for advice, if not already involved. This may, with the consent of parents, involve consultation with outside agencies.

The Phase Leader may decide to issue a behaviour monitoring card or implement other strategies to support the pupil. Once there is a significant improvement in behaviour, the behaviour monitoring card or other strategy will be stopped.

Parents will be informed by the Phase/Deputy Phase Leader/SLT when behaviour monitoring cards are issued and asked to support the school by reinforcing the school's expectations.

Internal exclusions and exclusions may also be used in cases of extremely disruptive behaviour. In certain cases where there has been a serious breach of conduct, members of the SLT may deem that an internal exclusion may be required. For an internal exclusion, pupils will be taught away from their normal teaching group for a designated period under the supervision of a member of staff. Parents will be informed of an internal exclusion. At Broke Hall we do not use after school detentions as a part of our behaviour and discipline policy.

Children with SEND and/or Additional Needs

At Broke Hall we recognise that some children may need to work to an adjusted version of this policy either in terms of the expectations of their behaviour or the sanctions and rewards applied to them.

Children will be identified by their class teacher as part of the ongoing assessment of our children's

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needs. Any modifications to the policy will be planned and implemented with the involvement of the teacher, the SENCo, the parents and where appropriate the child and other members of staff. In some circumstances this may include other professional agencies.

These modifications will form part of a child's Behaviour Plan or protocol. Where appropriate, a behaviour risk assessment will be completed.

The effectiveness of any changes to the expectations around a particular child will be monitored on an ongoing basis by the class teacher and the SENCo in consultation with other relevant staff and parents and as part of a review process.

Transition arrangements are detailed in the SEND Policy.

Restorative Conversations

Following incidents of poor behaviour, wherever possible, it is our intention that that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. (See appendix D) This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour and learn early on in their life, that their actions have an impact on others and also consequences for them. The questions used will depend on the age and individual needs of the pupil.

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of any general or follow up/restorative conversation following specific incidents or because of a pattern of behaviours then the following guidelines should be used:

- Pupil has a discussion with the Phase Leader, Assistant Head Teacher, Deputy Head Teacher or the Head Teacher (usually in that order)
- ABC forms completed over an agreed period of time in order to understand the behaviours and plan for the way forward.
- Parents contacted
- Parents called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour through incident logs or within the child's individual records.

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Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include an internal exclusion either with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to the child and their parents and arrange meetings to discuss.

Power to Use Reasonable Force

At Broke Hall, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Governing Body, as long as their actions are in line with our policy and do not use excessive force.

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. Wherever possible, staff are encouraged not to use force; however, certain circumstances may necessitate some use of physical force as a last resort. Please refer to appendix F for more guidance.

The school can use reasonable force to:

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disturbs the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and restrain a pupil at risk of harming themselves through physical outbursts

The school has a number of staff who have received BehaviourSafe in Education: Behaviour and the Law training. Some staff are also trained in BehaviourSafe in Education: Low Level Physical De-escalation Training Techniques, who are called upon in extreme circumstances. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded in the incidents book located in the Head Teacher's office with:

- Names of pupils involved
- The time of the incident
- The place the incident occurred
- The names of the staff involved
- A chronology of the incident

A risk assessment should be undertaken if this is a first incidence without prior reasonable warning, if a risk assessment exists, this should be reviewed in the light of the latest incident.

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Parents will be informed if their child has been restrained; in the case of where we feel restraint may be likely, parents will be shown the techniques that staff will use and a risk assessment will be agreed and shared.

We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

We work closely with the County Inclusive Support Service (CISS) and refer to them for advice and support where children's behaviours give us cause for concern.

Exclusions

At Broke Hall, we follow the Suffolk County Council Exclusions Policy. External exclusion is used as a last resort when all other channels have been exhausted and all school levels of support and sanction (including internal exclusion) have been tried.

It will be considered when:

- A child puts themselves or others at risk of physical harm
- In circumstances of long-term or repeated serious misbehaviour that is not responding to strategies in place, and which jeopardise the learning and well-being of others. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- School property is substantially damaged because of a child's actions.

Fixed Term Exclusion

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Head Teacher has the power to exclude a child for up to 15 days (up to 45 days in an academic year).

The Headteacher must inform the Local Authority and the governing body about any fixed-term exclusions beyond five days in any one term.

In all cases, if the Headteacher excludes a pupil, they will inform the parents immediately, by phone and in writing, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the exclusion to the governing body and will inform the parents how to make any such appeal.

The Governing Body will be informed of all exclusions on the day or the day following exclusion. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. An appeal against a fixed term exclusion of 5 or less days in any one term will be heard by the Pupil Discipline Committee to consider any representations made by the parent. In such cases, the governing body cannot direct reinstatement of the pupil but can give its view on the appropriateness of the exclusion, a note of which may be added to the pupil's school record. For exclusions of more than five days, the Governing Body reserves the right to reinstate the pupil.

After a fixed term exclusion, the pupil and their parents will be asked to attend a re-integration meeting, usually at school, before re-joining their class.

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Permanent Exclusion

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the School's Behaviour Policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

When establishing the facts in relation to an exclusion decision, the Headteacher must apply the civil standard of proof (i.e. on the balance of probabilities it is more likely than not that a fact is true, rather than the criminal standard of beyond reasonable doubt).

When a child is to be permanently excluded, the parents will be informed in detail of the reasons for exclusion. Parents will also be informed of their right to appeal and how they make representation to the Local Authority/Governing Body.

The Head Teacher will notify the Local Authority and Governing Body. A Governors meeting will be held to confirm the decision or reinstate the pupil.

An appeal against a permanent exclusion (or fixed periods converted to permanent, or fixed periods totalling more than 15 days in any one term) will be heard by the Pupil Discipline Committee to consider the circumstances in which the pupil was excluded, to consider any representations about the exclusion made by the parent and by the LA and to consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.

The Role of the Parent at Broke Hall Community Primary

At Broke Hall, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. In the normal course of a school day, teachers will deal with individual incidents according to this policy and may or may not decide to inform parents. In deciding whether an incident justifies informing parents, staff will consider whether, in their view, a parent would want or expect to be informed. However, staff will not routinely contact or inform parents of minor digressions.

Parents who are concerned about their child's behaviour, should contact their child's class teacher in the first instance; the SENDCo and Family Liaison Officer are also available to discuss parental concerns over behaviour.

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Behaviour Policy**

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> • To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly. 	<ul style="list-style-type: none"> • To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe. 	<ul style="list-style-type: none"> • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To work as a team, supporting and encouraging each other. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To create a safe and stimulating environment in which all children can learn.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • To be sure their children are treated fairly and with respect. • To be able to raise concerns with staff and be told when their child is experiencing difficulties. • To know their children are safe. 	<ul style="list-style-type: none"> • Ensure children attend regularly and on time. • Promote good behaviour, politeness, courtesy and consideration for others. • Be aware of the strategies of the school and reinforce these at home. • Inform the school of any concerns • Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.

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The role and responsibilities of the Headteacher

- To implement the school behaviour policy consistently throughout the school.
- To report to governors, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of all members of the school community.
- To ensure appropriate training is undertaken and implemented
- To follow guidance contained in Keeping Children Safe in Education (September 2021).
- Hold the responsibility for giving fixed-term and permanent exclusions to individual children for serious acts of misbehaviour.
- To keep records of all reported serious incidents of misbehaviour in line with GDPR recommendations.
- In the event of a malicious allegation, ensure that support for staff and pupil is provided and records are filed for both parties.
- To consider the advice of Governors when making decisions about matters of behaviour
- To ensure that staff are aware of the procedures for dealing with and recording prejudice related incidents and keeps a record of these incidents.
- To keep a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

The role and responsibilities of Governors

- To set down general guidelines on standards of discipline and behaviour and review their effectiveness.
- To support the Headteacher in carrying out these guidelines.
- To give advice to the Headteacher about disciplinary issues.
- Via the Child Protection and Development Committee (CDPC), review all serious incidents on an anonymous basis to ensure that policies and procedures have been followed and are effective and appropriate.
- To ensure that the school has processes in place to identify related incidents and deal with them accordingly.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. This is done through the termly Headteacher's Report and at termly CDP meetings. Further detail about monitoring is included in the 'Role of the Headteacher' and Role of the Governors' sections.

The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by Phase leaders and reviewed by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken

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Related Policies/information

- Anti-bullying Policy
- Positive Handling and Use of Restraint Policy
- Attendance Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Home School Agreement
- Staff Code of Conduct
- Online Safeguarding Policy and Acceptable Use Agreements

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Appendix A: A model of positivity - tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Make positive phone calls home
- Send positive notes
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
 - They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Non-verbal skills/attitudes that work with more challenging behaviours

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from formal to informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises
- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

Appendix B: Assertiveness

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Many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'.

The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies.

Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response.

Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable. (from 'Taking Care of Behaviour' by Paul Dix, Pearson/Longman)

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Appendix C: Intervention Scripts

Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution. • Walk away as soon you have finished speaking.

Refocusing the conversation:

When learners try to argue, shift the blame, or divert the conversation you can either: Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or...

Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'I am sorry that you are having a bad day.'

Get out line If the conversation is becoming unproductive, what line will you leave on? Try: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."

Dealing with unwanted behaviours

In Class

1. A **REMINDER** reinforces the 3 rules and is best delivered privately:
I noticed you chose to ... (state the noticed behaviour).
This is a reminder that we need to be ... (state relevant rule: Ready, Respectful, Safe).

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You now have the chance to make a better choice.
Thank you for listening.

Give the child 'take up time' and DO NOT respond. Example:
'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. If a **FINAL WARNING** is required:

I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

(Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc.

Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening.

Give child 'take up time' and DO NOT respond. Example:

'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

From this stage onwards, a note is recorded on the Broke Hall School Behaviour Chart (Appendix J) held by each class teacher and submitted to Phase Leaders to monitor weekly.

3. **SPACE TO COOL OFF** in the classroom:

I noticed you chose to ... (state the noticed behaviour).

You need to move to .. (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc).

I will come and speak to you in two minutes.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

- Child sent to designated area of the classroom.
- 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.
- Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.
- If behaviour improves, return to class.

If not or if child refuses, move to Step 4.

For regular occurrences: • Discussion with Phase Lead/Assistant Head Teacher and/or SENCO: consider Behaviour Intervention.

4. **IN ANOTHER CLASS:**

I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to).

I will come and speak to you at the end of the lesson. *DO NOT describe the child's behaviour to other adults in front of the child*

Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in XXXX classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'

- Child escorted to designated colleague / follow up to check child has arrived.
- Remainder of lesson working alone without causing further disturbance.
- Possible removal of privilege / playtime.

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- Teacher must provide work / activity for the child to complete and communicate this to colleague.
- If behaviour improves, return to class. If not or if child refuses, move to Step 5.

5. SLT

Step 5 on our behaviour plan is the point where a member of the SLT will meet with the child for a discussion about their behaviour choices and in consultation with staff involved, will take action as appropriate.

For regular occurrences: - These will be evidenced by recordings on the Broke Hall School Behaviour Log and will trigger a conversation with the Phase leader and a plan will be created with the child. Discussion with Phase Lead/Assistant Head Teacher and/or SENCO: consider Behaviour Intervention and/or additional support.

- Begin monitoring to identify areas of concern / possible triggers/ appropriate targets.
- Parents contacted by teacher to inform them that behaviour is a cause for concern.

Somewhere else (outside the classroom)

I noticed you chose to ... (state the noticed behaviour).

I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged)).

I will come and speak to you at the end of the lesson / next break / end of the day. *DO NOT describe the child's behaviour to other adults in front of the child*

Example - 'I have noticed you have chosen to continue to use rude words. I will now contact XXXXXX and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'

- Child escorted to / collected by appropriate adult.
- From remainder of lesson through to a half day working alone without causing further disturbance.
- Possible removal of a privilege / playtime.
- Teacher must provide work / activity for child to complete as soon as possible after removal.

For regular occurrences:

- Discussion with Phase Lead / Assistant Head Teacher /SENCO / Deputy Head Teacher/ Head Teacher as appropriate.
- Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.
- Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.
- Referral to multi agencies i.e. CISS etc.

SPECIFIC LUNCHTIME PLAYGROUND SANCTIONS

Adults MUST follow the strategies agreed and the scripts recommended at all times.

At lunchtime, as during all other times, all members of our school community are expected to remain ready, respectful and safe.

SPECIFIC LUNCHTIME ARRANGEMENTS

- Play on your playground
- Walk sensibly on the terrace and paths
- Sit on the benches and in the gazebos
- Look after the trees, plants and flowers – treat them with care

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- 'Laura's Garden' is a quiet area
- Put litter and fruit/veg. in the bins
- Play with small foam balls only on the playground for throwing and catching games
- Put all of the equipment away neatly
- Walk quietly and quickly to your line when the whistle blows

Any child that is displaying behaviours that are contrary to these rules will be reminded of the rules using the language of the agreed scripts as above.

- Children will be given a REMINDER
- Any subsequent continuation of unwanted behaviour will lead to a WARNING being issued. This is recorded on a central record of lunchtime warnings
- The Senior MDSA will monitor records daily and will highlight any children who are clearly finding behaviour choices difficult with their class teacher.
- Any child receiving 3 warnings in any week or who shows unacceptable behaviours (as described above) will be invited to a discussion with their phase leader.

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Appendix D:

RESTORATIVE JUSTICE

FOLLOW UP, REPAIR AND RESTORE

Use the restorative script supplied to follow up incidents, repair relationships and enable the child to learn what to do next time.

The number of questions to be used MUST depend on the age of the child. Remember that it is not the severity of the sanction that is important; it is the certainty that this follow up will take place.

Short Restorative Conference Script

Remember to:

- *Ensure privacy and, if possible, keep the victim and the offender separate before the conference.*
- *Meet and greet all participants.*
- *Seat victim and offender either side of you—like a triangle.*

Introduce everyone.

1. Welcome both/everyone. Thank you both for agreeing to come to this restorative conference today.
2. We are here today to focus on the incident which happened on ...(Date)... Between ... (Offender)... and ...(Victim)... We are not here today to decide if ...(Offender)... Is a good or bad person, but that what s/he has done has caused harm. We will look into how that harm can be repaired and hopefully draw up an agreement together, which will set out how things can be put right. All/Both of you will have the opportunity to have your say and be listened to. I will ask you each question in turn.
3. Each questions asked to ...(Offender)... then ...(Victim)..
 - i. What happened?
 - ii. What were you thinking at the time?
 - iii. How did you feel?
 - iv. What have your thoughts been since that time?
 - v. (To Victim) What has been the hardest thing for you?
 - vi. Who has been affected by what happened?
5. (To Offender) You've just heard how ..(victim)... Has been affected by what you did and how what you did has caused harm. Is there anything you would like to say?
6. (To Offender) What can you do to put things right?
7. (To Victim) How do you feel about that offer?
8. (To Offender) On (date...) you made the choice to (summarise the incident ...) and today you've made another choice and have agreed to (summarise offer...). Which choice do you feel better about?
9. (To Victim) You've heard ...(offender)... say how his/her unacceptable behaviour has caused harm and what s/he will do to put this right. How do you feel now?
10. Draw up and sign the agreement.
11. (To offender) You have said that you take responsibility for what you have done and that you are going to put things right by (sum up agreement)
12. How do you feel now?
 - i. How will (everyone else/these people) feel if you do not keep to the agreement?
 - ii. How will (...Victim...) feel if you keep to the agreement?
 - iii. How will you feel if you keep to the agreement?
13. Congratulate (...Offender...) on making a positive choice.
14. Thank everyone for coming.

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Appendix E: Further support children who are exhibiting more extreme behaviours,

To support these children, we use the following principles to support the creation of individual plans:

The Relationship Principle: The extent to which a child sees an adult as a 'secure base' will influence the trust they give, the connection they seek and the compliance they show (particularly 3-8yrs).

The 'Stress Principle': Children's state of 'stress' constantly fluctuates - as stress rises, children will use (helpful or unhelpful) behaviours that aim to make them feel safe'.

The Positive Reinforcement Principle: When a child experiences a positive consequence for a behaviour they are more likely to repeat it (particularly 3-8yrs).

The Attention Principle: Children repeat behaviours for which they get attention. Children will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.

The Consequence Principle: A consistent consequence will begin to reduce or weaken a behaviour.

The Learning Principle: If discipline is focused on learning from mistakes, children experience your hope for them. If discipline is focused on punishment, the action will 'shame or fame' a child, undermining the other principles. Children 'misbehave for a wide variety of reasons'

Taking these into account, it is important to ensure that when dealing with an episode of extreme behaviour adults should consider:

- the safety of the child;
- the safety of others.

Only when a person/people are unsafe will we act to restrain or remove people.

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Appendix F: PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

1. DEFINITIONS

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under control.

2. THE LEGAL POSITION

Who can use reasonable force? All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip. Staff should use their professional judgement of each situation to make a decision to physically intervene or not. Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- remove disruptive pupils if they have refused to follow an instruction to leave
- prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others
 - from attacking someone
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

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Appendix G: SCREENING AND SEARCHING PUPILS, CONFISCATION OF ITEMS

Key Points Searching

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers 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. Prohibited items are:
 - knives or weapons
 - alcohol or illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Head teachers and authorised staff can also search for any item banned by the school rules and has been identified in the rules as an item which may be searched for.

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

Who can search? - Any teacher working at the school, and any other person who has the authority of the Headteacher.

Under what circumstances? - You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search? - If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Confiscation - School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. To be lawful, confiscation must be a reasonable sanction in the circumstances of the case and applied in a reasonable and proportionate way. Generally, the aim pursued in confiscating property is to maintain an environment conducive to learning, one which safeguards the rights of other pupils to be educated. Therefore, any item may be seized which is considered harmful or detrimental to school discipline.

Confiscated items should be handed to a senior member of staff. Pupils will be informed that their property will be confiscated and why, e.g. distraction to learning, posing a threat to safety. Pupils will be informed where the confiscated item will be kept safely and if appropriate, when it will be returned – normally on the same day to the parent/carer.

Screening - It is not the policy of the school to routinely screen pupils without identified cause. Further advice for staff can be found at this link:

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<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Electronic devices – Please refer to the online safety policy for guidance regarding searching electronic devices.

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Appendix H: THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Pupils may be disciplined for misbehaviour when the pupil is:

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

The school will also respond to any inappropriate behaviour which occurs anywhere off the school premises, and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions in relation to the general principles laid down in this Behaviour Policy.

Poor behaviour choices via new technologies will be dealt with in the same way as face-to-face behaviour choices. Page 5 of 'Behaviour and Discipline in Schools' indicates that the school can take action against incidents that happen outside school if:

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

In all cases, the teacher can only discipline the pupils on school premises or elsewhere when the pupil is under the lawful control of the staff member. When pupils are on an educational or residential visit this is deemed the same as school premises and the teacher can discipline a pupil in line with the school policy.

Use of social networking sites or other technologies to harass, bully or intimidate would be covered by this irrespective of when/where the post was made.

In all circumstances, the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's Safeguarding Policy.

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Appendix I: Positive Behaviour Management/Support Plan

Name:	DOB:	Date:	Version of plan: 1
Brief description of presenting difficult/dangerous behaviours:		Positive behaviour(s) we wish to see / have:	
Differentiated measures to promote/support positive behaviours:			

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POSITIVE behaviours you will see:	What you will say and do:
DIFFICULT behaviours you will see:	What you will say and do:
DANGEROUS behaviours you will see:	What you will say and do:
Post incident recovery and debrief measures	

Signature for school.....

Date.....

Signature of parent / carer.....

Date.....

Signature of young person (if appropriate).....

Date.....

