



# **Bricknell Primary School**




## **Behaviour policy**

**Date Policy Reviewed: June 2019**  
**Policy Reviewed by: Matthew Mullen**

This policy sets out the expectations for behaviour at Bricknell Primary School. The governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for those who do not behave appropriately. Although this is a necessary element of any schools' approach, our emphasis is firmly on positive encouragement and promoting good relationships. The school places inclusion at the heart of its ethos and it underpins every aspect of school life. Every pupil is a valued member of the school community. The way in which the school develops pupils' understanding of their rights and responsibilities permeates every aspect of school life. Individuals are treated fairly and equally, no matter their race, gender, age, disability, religion, sexual orientation or diverse needs.

The policy makes reference to other whole school policies, referring specifically to the Anti-bullying Policy, the Guidance for Safer Working Practice for Adults Working with Children and Young People in Education Settings 2019, the Single Equalities Scheme, the Exclusion Policy, the e-Safety Policy the Positive Handling Policy and the Child Protection Policy.

### **Our School Rules**

-  Treat others with kindness and respect
-  Look after people and property
-  Make sensible choices and follow instructions

There is one consistent approach to behaviour management across the school.

All classes and teachers use the traffic light system to enforce good or a 'green standard' of behaviour. The expectation is that all children will be on green and that this 'green standard' will be reinforced throughout the day through praise, for example: 'This table are all sitting how we expect...' Children all start on green each lesson and the expectation is that they finish the lesson on green. Amber is used as a warning to those children who don't display green standard behaviour, for example: talking when it is not appropriate or being disruptive. Children should be moved to amber temporarily and it should be made clear to the pupil at this point what they need to do to be put back on green. Red should be used when the behaviour does not revert back to an acceptable level. Children should be moved back to green as soon as they display 'a green standard' of behaviour.

It is important that staff contact the parents of any child who is moved onto amber and red frequently so that support can be offered. This is in line with our Behaviour Pathway. (Appendix 1)

### **Leadership of Behaviour**

Mrs Stannard and Miss Waites lead a team of staff who support the pupils' pastoral and behaviour needs. Behaviour is monitored regularly.

### **Roles and responsibilities**

It is the responsibility of the Behaviour Coordinator to ensure that all policies are up to date, understood by all staff and adhered to correctly. They are also to ensure that Positive Handling Plans are up to date and incidents of positive handling are recorded in the bound book.

It is the responsibility of all staff to enforce the Behaviour Policy.

Phase Leaders are to regularly monitor behaviour and consult with teams during weekly SLT meetings. Phase Leaders are to report the status of behaviour in their phases during weekly Senior Leadership Meetings, in line with the school monitoring schedule.

All adults have a duty of care to the children in our school and cannot abdicate responsibility for any child or behaviour observed that is not of a green standard. Children need to know that behaviour that is not of this standard will be challenged by every member of staff.

It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner. If necessary, staff will liaise with the Headteacher, Deputy Head, Assistant Heads, Phase Leader, Behaviour Support Worker and Child Protection Officer to discuss concerns regarding behaviour and involve parent/carer/external agencies if necessary.

The Behaviour Support Worker and ELSAs will offer support for behaviour across the school, including preventative measures.

The majority of staff are trained using Team Teach de-escalation strategies.

### **Language**

All adults are consistent, insistent and persistent in their adherence to and reinforcement of the Behaviour Policy. Consistency in the language used will ensure that expectations are clear.

Examples of language used by adults:

- You need to...
- Well done, that is the green standard of sitting/walking/listening etc.
- That sitting/walking/listening is of a green standard
- To be in green you need to...
- In our school we...

Adults should firmly repeat the statements to the children, without raising their voice.

### **Reporting arrangements**

All behaviour should be dealt with in the first instance by the adult witnessing or present. Serious incidents of behaviour should be recorded on CPOMSs and this is passed to the class teacher in the first instance. Incidents are dealt with a graduated response following the Behaviour Pathway (Appendix 1).

### **Rewards**

There is a whole school reward system in place across the school. Children can earn 'points' for good behaviour, a good attitude to learning, attendance, wearing the correct school uniform, completing homework and any other aspects members of staff feel should be rewarded. House points are recorded on SIMs. Weekly 'green standard' sessions are conducted in class every Monday during which positive attitudes and performance are celebrated and recognised via the award of house points. Mrs Stannard leads a weekly celebration assembly, during which the house team which has been awarded the most points for the week are announced. The pupils in the house team which has secured the most points at the end of the term are rewarded.

### **Sanctions and consequences**

Sanctions are applied to ensure that we maintain a safe and positive learning environment for all children. Sanctions are applied appropriate to the particular situation or circumstance of the behaviour. Any behaviour that is not of an acceptable standard must be challenged by all adults.

- We expect all children to listen carefully to instructions and to try their best at all times. If they do not do so this must be challenged by all adults.
- If a child misbehaves in class they will be advised that they are not showing a green standard of behaviour – classroom management strategies will be used to address the behaviour.
- If a child threatens, hurts, bullies or acts inappropriately towards another child staff will record the incident on CPOMs. Such an incident will be treated as a severe incident. See Behaviour Pathway (Appendix 1)
- Where there is persistent poor behaviour parents will be contacted to discuss next steps. See Behaviour Pathway (Appendix 1)

If a seclusion or exclusion is deemed necessary, this will be done in consultation with all stakeholders (see separate Exclusion Policy).

### **Inclusion**

We are an inclusive school, meaning that all pupils (including those with SEND and pupils in care) attend and are welcome in mainstream classes and are supported to learn, contribute and participate in all aspects of school life. Some pupils require additional support with their behaviour, emotional wellbeing and social skills due to their area of need. Miss Waites, Mr Mullen and the pastoral team work closely with these pupils following personal, alternative behaviour models.

Bricknell Primary School works closely with the school nurse and school counsellor to provide support for pupils and their families.

### **Curriculum and assemblies**

Behaviour management must be supported by a strong curriculum, intent on developing and fostering respect. Assemblies focussing on positive behaviour, respect, manners, attitudes etc. will occur regularly throughout the school. A strong PSHE curriculum is embedded within all aspects of our curriculum and delivered through a jigsaw curriculum. Weekly assemblies take place during which pupils are taught to develop positive social and emotion skills which will help them to manage all aspects of their behaviour. The school places a high priority on managing mental well-being and the ethos of tolerance and support underpins every aspect of school life.

### **Inappropriate conduct beyond the school gates**

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

This includes any reported incidents occurring on-line which involve pupils at the school.

### **Searching pupils**

Senior staff at the school are able to search pupils with consent for any prohibited item or item banned under the behaviour policy, and without consent for any prohibited item (see appendix 2 for further guidance).

### **Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff**

If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head of School will consider the appropriate disciplinary action against the pupil who made it.

### **Positive Handling**

At Bricknell Primary school we view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment.

Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including themselves); or
- prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

Currently, Team Teach is the approach used to de-escalate behaviour. Please refer to the Positive Handling Policy. All children who have previously needed positive handling will have a bespoke Positive Handling Plan in order for staff to be able to identify and remove trigger, leading to fewer incidents. This PHP will be written in collaboration with parents, staff and external agencies where appropriate.

### **Staff Development and Support**

Regular behaviour updates take place during staff meetings to ensure that all staff feel confident to deal with behaviour and to ensure consistency. The behaviour leads provide support and guidance for all members of staff who require additional strategies. Induction for new staff members includes guidance on the school Behaviour Policy.

### **Monitoring and review**

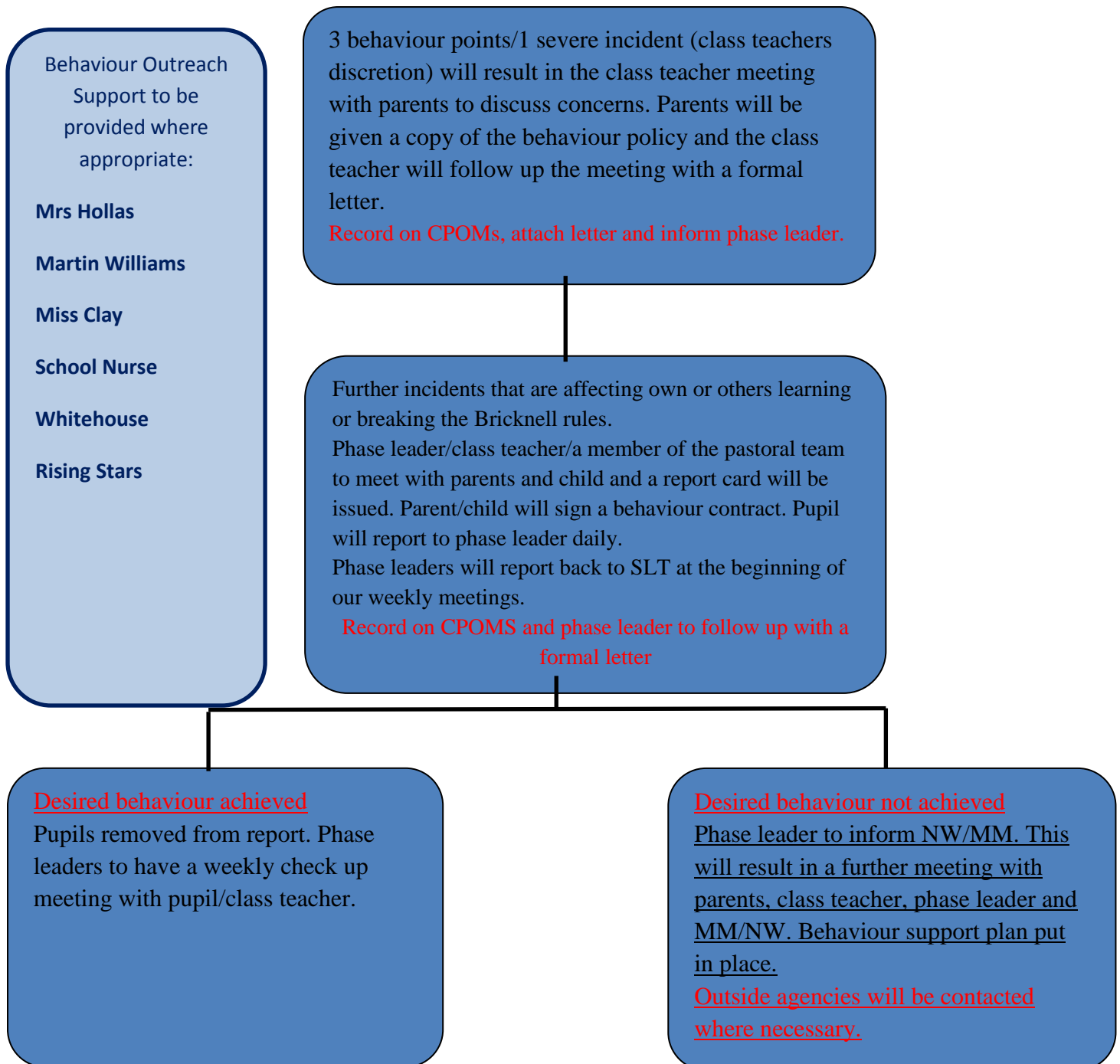
The SLT monitor this policy regularly and make any necessary improvements following review.

## Appendix 1



# Bricknell Behaviour Pathway

All behaviour (positive and negative) should be logged using SIMS daily.



\*Incidents of serious behaviour should be reported to Phase leaders and NW/MM if the behaviour warrants an immediate consequence. Seclusion and exclusion will be decided by the SLT.

## **Appendix 2**

### **Searching pupils**

School staff are able to search pupils, with their consent, for any item. The age of the child and any other factors such as SEN should be taken into consideration.

Children can only be searched by a member of staff who is the same sex as the pupil. There must also be a witness present (also a staff member) who is also the same sex as the pupil being searched.

The head teacher and any staff authorized by the head teacher can search pupils or their possessions, without consent, where they suspect the pupil has a 'prohibited item'. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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.

Staff may search a child, with consent, for items identified and listed in the behavior policy as being banned from the school.

The school adheres to national guidance ref: ***Use of reasonable force – DFE July 2013.***

### **Banned items under the school policy**

*The following items are banned under this policy:*

- *Mobile phones (if these are needed before or after school by individual pupils then they should be handed in to the class teacher or at the office at the start of the school day and collected at 3:30)*
- *Sweets (except in the case of children bringing sweets in for their classmates on their birthday)*
- *Chewing gum*
- *Condoms*
- *Aerosols*
- *Lighters or matches*
- *I Pods or other valuable electrical gadgets*
- *Laser pens*

**If a search is to be undertaken by a member of staff the Headteacher and behaviour coordinator should be informed prior to this taking place and a record of this must be made. In the case of a search undertaken without consent only staff members authorised by the Headteacher can undertake this and the Headteacher must be notified.**

