Breadsall CE Primary School

Behaviour Policy

At Breadsall CE Primary School, we believe every human being is created in God's image and therefore should be treated with dignity and respect. We celebrate diversity and difference and work hard to ensure our pupils have opportunities to engage meaningfully with people of different cultures, faiths and traditions. All members of our school community are expected to behave respectfully at all times.

It is a primary aim of our 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's 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.

Breadsall Church of England Primary School is committed to encouraging the best standards of behaviour at all times; both within and outside the school (school visits, swimming etc.).

The aims of this policy are:

- To encourage a calm, purposeful and happy atmosphere within the school.
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement giving a common purpose.
- To enable children to make positive choices to correct their behaviour. Outline our system of rewards and sanctions

Legislation and statutory requirements:

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, at break and lunchtimes
- Non-completion of classwork
- Poor attitude to learning
- Refusing to follow adult instructions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, sexual jokes or taunting. Physical behaviour like interfering with clothes. Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism or theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are: Knives or weapons; Alcohol; Illegal drugs; Stolen item; Tobacco and cigarette papers; Fireworks; Pornographic images; Any item that may cause harm to others.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, sexual comments or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Roles and responsibilities

The Governing Body

The schools Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Governing Body will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for encouraging relationships based on the school values of Hope, Love and Respect. They will review this behaviour policy in conjunction with the Governors, giving due consideration to the school's statement of behaviour principles. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

School Staff

Staff are responsible for:

- Encouraging relationships based on the school values of Hope, Love and Respect
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Provide a caring and effective learning environment
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording serious behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents

Parents

Parents are expected to:

- Support their child in adhering to our School Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Golden Rules

The school's golden rules are displayed in each classroom. These are:

Be positive
Try your best
Be kind and helpful
Listen to one another
Be truthful
Look after property

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. This is as true for adults as for children. The following rewards are presented publicly during the 'Stars' Collective Worship on Thursdays:

- **Star of the week certificates** – Every week two pupils from each class are nominated for excellent work, behaviour or achievement. One pupil is also nominated for good behaviour/manners in the dining hall and one for good behaviour/kindness on the playground at lunchtime.

- **Merit certificates** – Merits are awarded to pupils for better than normal work, behaviour or thoughtfulness. Pupils work towards metallic certificates.
  50 merits – bronze certificate
  75 merits – silver certificate
  100 merits – gold certificate
  150 merits – platinum certificate

- **End of term effort awards** – One child per year group is awarded a certificate and medal for overall effort over the term.

- **Team merits** – To encourage teamwork pupils belong to a team colour: blue (Curzon), red (Haslam), yellow (Harpur Crewe) or green (Darwin) and the merits earned by each team are collected to see which one has performed the best each week.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. At Breadsall Church of England Primary School we use the following ladder approach.

Lunchtime Reflection Ladder

There is a behaviour ladder at lunchtime. The ladder is as follows:

1. Verbal warning
2. 2 minutes on the bench to calm down
3. 5 minutes on the bench to calm down
4. 5-10 minutes outside the staffroom/head's office
5. Sent in to spend the rest of lunchtime sat outside the staffroom/head's office where a member of the SLT will speak to the child
6. Letter home about behaviour during lunchtimes (persistent unacceptable behaviour)

The ladder starts from the beginning each day for all pupils.
Please note: Any violent behaviour harming other pupils on purpose goes straight to a senior leader and parents are informed.

N.B. Any actions that reach Step 4 are to be recorded in the Lunchtime Behaviour Book

KS1 Reflection Ladder – All pupils start on the sunshine

1. Verbal warning
2. Name moved to the cloud on the board
3. Name moved to the rain cloud on the board
4. Name moved to the thunder cloud on the board
5. Sent to a member of the Senior Leadership Team

6. Contact parents

Good behaviour moves the pupils back through the clouds to the sun and onto a rainbow.
The ladder is reset at the end of each day.
Please note: Serious misbehaviour in school goes straight to number 5 on the ladder.

N.B. Any actions that reach Beyond Step 4 are to be recorded in the Class Behaviour Book

KS2 Reflection Ladder

1. Verbal warning
2. Name written under the 'reset' button
3. Tick put by the child's name (5 minutes playtime lost)
4. Another tick put by the child's name (10 minutes playtime lost)
5. Sent to a member of the Senior Leadership Team
6. Contact parents

The ladder is reset at the end of each day.
Please note: Serious misbehavior in school will go straight to number 5 on the ladder.

N.B. Any actions that reach Beyond Step 4 are to be recorded in the Class Behaviour Book

Record Keeping

Every class has a behaviour book where incidents are recorded by the class teachers so that any patterns of behaviour can be identified. There is also a school behaviour book for other incidents around school which is kept by the Headteacher. At lunchtime notes are recorded in the lunchtime record book or recorded in the appropriate class behaviour book.

Pupils with behaviour as a special educational need

For some pupils for whom behaviour is a special educational need an adapted system to the above may need to be put in place. This could consist of steps between each of the levels. Children with behaviour as a SEN will normally have a Behaviour Plan written in conjunction with the SENCO.

Fixed Term and Permanent Exclusions:

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, **DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'; DfE (2022) 'Keeping children safe in education 2022'; DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'**

We refer to this guidance in any decision to exclude a child from school.

- Only the Headteacher (or acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert to a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.
- If the Headteacher excludes a child, they will inform the parents immediately, giving clear reasons for the exclusion.
- Depending on the length of the exclusion, a meeting of the governors' disciplinary committee may be convened to consider the headteacher's decision to exclude. The governing body disciplinary committee is made up of three governors from the school's governing board. Parents/carers will be invited to attend any meeting of the governors disciplinary meeting to make representations to the committee.
- When the discipline committee meets to consider an exclusion, they will consider the circumstances in which the child was excluded, consider any representation by the parents and the LA, and consider whether the decision of the Headteacher should be upheld or whether the child should be reinstated.
- If the governors discipline committee decides that the child should be reinstated, the Headteacher must comply with this ruling.
- If the governing body uphold the Headteacher's decision to exclude then the parents will be notified of the decision as soon as possible and, at the same time, advised of how they may appeal this decision.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- Further information on exclusions can be found in our Exclusion Policy.

Incidents relating to Drugs, Smoking, Alcohol & Weapons

- It is the policy of this school that no child should bring any drug, legal or illegal, or any weapon, for example a knife or blade, to school.
- If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents and guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- It is forbidden for anyone, adult or child, to bring onto school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- If the offence is repeated the child will be permanently excluded.
- If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.
- If a child is found to have brought a weapon into school, the child will be permanently excluded from the school. The police and social services will also be informed.
- In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to

bring smoking materials or nicotine products to school. The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort physical intervention. All staff are familiar with DFE guidance 'Use of Reasonable Force' Use of reasonable force in schools - GOV.UK (www.gov.uk)

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy

This policy will be reviewed in accordance with our policy review planner