Bratton Primary School

Positive behaviour policy and principles

September 2023

A school's central purpose is that children should learn. Good behaviour makes effective learning and teaching possible. Bad behaviour disrupts this purpose (Elton Report).

1. Aims and objectives

1.1   It is the primary aim of Bratton Primary 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.

1.2   The school has a number of school rules which have been devised with the children; (see appendix A) the aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3   The school expects every member of the school community to behave in a considerate way towards others.

1.4   We treat all children fairly and apply this behaviour policy in a consistent way.

1.5   This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6   The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter negative behaviour.

1.7   The idea of what is appropriate behaviour is not always automatically learned and all members of the school community must help to demonstrate positive behaviour and act as good examples.

2. Our School Rules

The School Rules are displayed in every classroom and around the school to encourage and remind children of the right path and of our high expectations.

These are:

We are kind

We are respectful

We are honest

We are safe

3. Recognising positive behaviour – what we do

We praise and reward children for good behaviour in a variety of ways,

- Recognise and highlight good behaviour as it occurs
- Congratulate children for all their efforts
- Positive verbal and written comments on children's work
- Celebration within a class assembly
- Children receive merit points for positive behaviour choices and good work. These are recorded on their individual merit point cards.
- Awarded merit points are also recognised with a sticker on the child's work.
- Children who show exceptional work in class visit the headteacher to share their work and have it displayed in the class 'sparkle and shine' book. This work is then celebrated with the school during the Friday celebration assembly.
- Children who visit the headteacher to share their work in the 'sparkle and shine' book also receive a special certificate to take home to celebrate their achievements with their family.

Merit Points

In class children will be awarded Merit Points. These will be awarded for their work in all subjects, as well as the approach they show towards their learning. The merits will be collected by the children on their own chart in class and the teacher will track these. Children's charts will then be monitored by teachers. Children will receive certificates when they reach 10 - Bronze, 25 - Silver, 50 - Gold or 75 – Diamond, 100 - Platinum merits. Teachers will retain previous charts to monitor progress for each child over the year. These merit certificates will be celebrated in the weekly Celebration Assembly.

The Marble Jar

At Bratton Primary School we want to recognise great team work and encourage the children to recognise that this contributes to a safe and happy school. The marble jar is our whole class reward approach to behaviour management. This recognises when the whole class are working really well together and showing a great team effort. It could be that all children are focussed and on task, or fantastic problem-solving skills, excellent behaviour during a trip, setting an excellent example to the school of behaviour expectations and other reasons. When the whole class are showing super learning behaviour they are rewarded with a marble in the jar. The aim is that all classes fill their jar by the end of each half term for a whole school celebration.

Out of School Achievements

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in their out of school achievement certificates to be shared and celebrated with their peers in our celebration assembly.

Class Assemblies

Each class will participate in a class assembly. This is a chance for children in that class to share extracts of their work, explain a piece of maths they have done, read aloud to the school, perform a song or a dance and to celebrate all of their amazing learning. Class assemblies will take place once per year for each class.

Inappropriate Behaviour:

- Whilst bearing in mind that individual children's age, experience, character and any additional needs must be considered, we encourage all children to understand their inappropriate behaviour and its effect on others and themselves. Any inappropriate behaviour is clearly identified and explained.
- At all times we describe the *behaviour* as inappropriate and *NOT the child* as being bad. This is conveyed using the language 'good choice/bad choice'.
- Class teachers will inform parents of any inappropriate behaviour, parents may be invited to attend a meeting if behaviour is persistent. This meeting may also involve a member of the Senior Leadership Team and/or SENCO.
- An Individual Behaviour Plan may be written, in consultation with the child's parents and teacher, for those children needing ongoing support in managing and changing their behaviour.
- All staff are expected to address any inappropriate behaviour and not walk past, reflecting the whole school commitment to high standards of behaviour.

Sanctions for inappropriate behaviour:

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the behaviour.
- The first step is to stop the behaviour and the second step is to provide an action that recalls the expectations or rule, reinstates the limits and teaches alternative behaviours.

Adults in school will operate a 4-step system

- o **Step 1** - The child is asked if they have a problem that needs sorting out. If yes, the member of staff will help resolve it. If no, the child is reminded of what they should be doing and encouraged to get on sensibly.

- o **Step 2** - If the inappropriate behaviour continues, the child receives their first warning, together with a reminder of what they should be doing

- o **Step 3** – If the behaviour continues one of the following 3 sanctions may be applied. This is at the discretion of the adults in the classroom or playground.

1. **pupil moved away from group or peers to work alone -** and then given reflection time, then to discuss behaviour with an adult,
2. **minutes off playtime -** sanction that is proportional to and fits the behaviour – *(Break times - 5 minutes in EYFS/KS1 and 7 minutes in KS2 – Lunchtimes for longer discussions – 10/15 minutes for EYFS/KS1 and maximum of 20 minutes for KS2)*
3. **pupils can spend "Time Out" in another teacher's class –** *children to be sent with self-regulated tasks to aid reflection. Children to also be sent with a timer – 10 minutes for EYFS/KS1 and 15 minutes for KS2. (TAs to monitor timings for EYFS and Year1)*

   o **Step 4** – Send to Headteacher or Deputy Headteacher - used after step 3 or in the event of severe inappropriate behaviour.

If the child is not responding to this system and behaviour is continuing to be a cause for concern, we would always consult with parents before deciding together on the next stage of action. Parents will be invited to attend a meeting with the Senior Leadership Team and Class teacher to discuss the child's behaviour and necessary next steps to support the child. This could include deciding to place the child on an individual behaviour plan. Where a child is struggling significantly with their behaviour and conduct in school the school may suggest involving the Behaviour Support Team.

3. Bullying (please also refer to the anti-bullying policy which provides detail of how bullying is identified and responded to in school)

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:
- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories. Cyberbullying can include the following:
- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls

- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

4. Power to use reasonable force.

The DfE's explanation of what is considered 'reasonable' force, is that which is proportionate to the circumstances, i.e. no more force is used than is needed to achieve the particular result
relating to the circumstances. This means that what is considered reasonable will depend upon the circumstances of the case.
All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of The Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

P**hysical restraint**

Physical restraint may include, but is not limited to, the following:
 • Guiding a pupil by the arm to remove them from the room
 • Blocking a pupil's path
 • Standing between pupils to prevent movement
 • Physically holding a pupil to prevent a fight
 • Holding a pupil on the floor – a pupil must only be held on the floor in extreme circumstances

A pupil must not be restrained in a locked room where they cannot leave of their own free will. When physical restraint may be used Physical restraint may be used:

 • When there is good reason to believe a pupil is putting themselves or others in a position of danger.
 • To prevent a pupil from leaving the classroom if there is a risk of danger if they do so.
 • To prevent an attack on a member of staff or another pupil.
 • To stop a fight between pupils.

There may be cause to use physical restraint on any pupil, of any gender or age.

Record keeping

The school will inform parents if restraint of any kind has been used on their child and the circumstances leading up to the physical restraint.
Records will be kept on the pupil's file if restraint has been used. The records will give details of the de-escalation methods attempted and the subsequent amount of physical restraint used.

If a pupil is known to require physical interventions, this will be planned for in consultation with the parents where possible.

7. The role of the class teacher

7.1 The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of negative behaviour, the class teacher may discuss these with the whole class'.

7.2 It is the responsibility of the class teacher to ensure that the school rules are
enforced in their class, and that their class behaves in a responsible manner during lesson time.

7.3 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

7.4 The class teacher treats each child fairly and enforces the school and class rules consistently. The teacher treats all children in their class with respect and understanding.

7.5 If a child misbehaves repeatedly in class the class teacher will keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SENCO, Headteacher or Deputy Headteacher.

7.6 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education welfare officer social or LA behaviour support service.

7.7 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

8. The role of the headteacher

8.1 It is the responsibility of the headteacher, to comply with section 89 of the Education and Inspections Act 2006. To implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children and adults in the school.

8.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

8.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

8.4 The headteacher with the support of the Chair of Governors has the responsibility for giving fixed-term exclusions to individual children. Repeated or very serious acts of anti-social or negative behaviour may result in permanent exclusion of a child.

9. The role of parents

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

9.2 The school rules are outlined in this policy and on our website for parents to read and support them.

9.3 Parents support their child's learning, and work with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

9.4 If the school has to use reasonable sanctions, we ask parents to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the head teacher. If the concern has not been resolved, then the chair of governors needs to be contacted via the clerk to the governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

10. The role of governors

10.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

10.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but the Chair of Governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

11. Fixed-term and permanent exclusions

11.1 Only the headteacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this (DCSF Exclusions 2007).

11.2 If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

11.3 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.

11.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

11.5 The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

11.6 When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

11.7 If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

12. Monitoring

12.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

12.2 The school keeps a variety of records of incidents of positive and negative behaviour. Behaviour incidents are recorded using our online reporting system. If any behaviour incidents lead to a safeguarding concern these are recorded as such and the DSL will be informed immediately.

12.3 The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

12.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

13. Review

13.1 The governing body reviews this policy every year. The governors may review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.