

BADER PRIMARY SCHOOL



Behaviour Policy

Reviewed: May 2024

Next Review: May 2025

BEHAVIOUR POLICY

AIM

The main aim of Bader Primary School is that every member of the school community feels valued and respected (one of our 5 values), 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 work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our school values are as follows:

<p>Bader children are happy children who</p> <p>Aim High and show</p> <p>Determination</p> <p>Excellence and</p> <p>Respect for one another</p>	
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From these values, we have three clear expectations of pupils everyday which are:

- Being Safe
- Bring Respectful
- Being Ready

We have a listening code and a lining up code, both of which are displayed in all classrooms. They are as follows:

Our Listening Code (Clap)

When I am asked for my attention I:

Stop what I am doing
Empty my hands
Look at the teacher
Keep quiet and still
Listen to instructions

Our Line up Code

When I am asked to line up I:

Line up in the order I am asked
Leave a person space
Keep my hands and my feet to myself
Keep quiet and still
Listen to instructions

We also have specific rules which are based around Health & Safety guidelines. They are as follows:-

Food and drink

Children may bring in fruit or similar healthy option to eat at playtime. EYFS and KS1 can obtain fruit through the National Fruit Scheme. Other than packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE. Any articles removed should be stored safely for the duration of the lesson.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, stationery items, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Mobile Phones

Mobile phones should only be brought to school in exceptional circumstances and only with the prior permission of the Headteacher.

Parents who insist that children require a mobile phone during school hours, i.e. for the journey to and from school, must express these reasons in their request to the Headteacher in writing. Such requests will be considered on an individual basis.

If permission is granted, mobile phones must be handed in to the class teacher upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Rewards

Here at Bader Primary School, we believe strongly in rewarding positive behaviour and follow a structured approach in doing so.

Whole School Reward System: Aiming High

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Aiming High' points. Aiming High points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include: -

- Particularly good work/effort
- Displaying good manners
- Displaying a caring attitude towards others
- Staying on task etc.

When awarding the Aiming High points, the member of staff should reinforce the good behaviour e.g. you can have an Aiming High point for 'waiting so patiently'. Children can earn certificates and whole class rewards for the number of Aiming High points they receive and therefore Aiming High points need to be recorded by the teacher / teaching assistant.

The reward system is graded as follows:-

100 Aiming High points – Bronze Award (presented during Friday's assembly)

200 Aiming High points – Silver Award (presented during Friday's assembly)

300 Aiming High points – Gold Award (presented during Friday's celebration assembly)

400 Aiming High points – Platinum Award (presented during Monday's 'Being the Best at Bader' assembly)

Platinum Awards will be presented in 'Being the Best at Bader' assemblies and parents will be invited to share in their child's achievement.

Children should aim to achieve Bronze Award by the end of the autumn term, a Silver during the spring and a Gold by the end of the year. A Platinum during the second half of the final term of the year for exceptional effort and attitude.

If all children in a class achieve Bronze, Silver or Gold Awards, they may have an appropriate class treat of their choice including additional art/PE etc. The reward should reflect the achievement, i.e.

Bronze Reward – up to one session

Silver Reward – up to half a day

Gold Reward – up to a full day

Certificates

A weekly 'Being the Best at Bader' assembly is dedicated for the praise and recognition of children who have demonstrated the school values particularly well in that week.

Consequences

Consequences are applied consistently by all staff, but with the provision of flexibility to take account of individual circumstances. We have an agreed system of consequences which all children understand.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the behaviour, this may include immediate permanent exclusion.

If unacceptable behaviour occurs:

Step 1: Use usual strategies: e.g. Polite but firm requests, one warning, consider repositioning, separating etc.

Step 2: Give a final warning: Use the agreed phrase, 'This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

If the behaviour continues, move onto step 3.

Step 3: Time Out (A)

- Child sent to designated chair/area of classroom.
- 5-10 minutes (age appropriate), sitting alone in order to reflect, calm down etc. without causing disturbance.
- Teacher records Time Out A as "Low Level Behaviour" on cpoms

*If behaviour improves, return to lesson. If not, or if child refuses, move to **Step 4***

Step 4: Time Out (B)

- Child escorted to designated colleague along with work.
- Up to 1 hour/session working alone without causing disturbance
- Teacher records Time Out B as "Low Level Behaviour" on cpoms & informs parents/carers.

*If behaviour improves, return to class. If not, or if child refuses, move to **Step 5***

Step 5: Time Out (C)

- Child escorted to SLT member/Deputy Head Teacher/Head Teacher
- Up to half a day working alone without causing disturbance
- Record who, when, why.
- Parents informed of incident by class dojo or letter.
- Teacher records Time Out C as "Behaviour" on cpoms

*If behaviour improves return to class If not or if child refuses, move to **Step 6***

Step 6: Internal Exclusion (up to 5 days). Note: Only the Headteacher can authorise this step.

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents informed by letter.

- Teacher records internal exclusion as 'Behaviour' on cpoms

*If behaviour improves, return to class on a PSP. If not move to **Step 7***

Step 7: Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Governors, LA Officer informed by letter.
- Parents may make representations to Governors.
- Governors may meet if parents make representations but cannot reinstate.
- Governors must meet if suspension means pupil will miss a public examination.
- Upon return to school, child stays on PSP for a minimum of 2 weeks.

If behaviour improves remove from Contract to PSP.

*If not move to **Step 8**.*

Step 8: Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair of governors and LA Officer informed.
- Discipline Committee must meet to consider if there are more than 15 days of suspension in a term (parents/child or representative may attend/make representations).
- LA Officer may be invited to attend at discretion of Academy Trust.
- Discipline Committee either reinstate or uphold the suspensions.
- Upon return to school or if reinstated, child stays on Contract or PSP for a minimum of 10 weeks.
- Teacher records Time Out as 'Behaviour on CPOMS.

If behaviour improves remove from PSP.

*If not move to **Step 9***

Step 9: Permanent Exclusion

- Parents, Chair of governors, LA Officer informed.
- Governors meet and consider all representations and reports (parents/child may attend).
- Governors either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

Pastoral Support within School

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for EHCP, SEN and those who are looked after. For these children, neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of home-school books or behaviour charts. All systems will be created and agreed with the school SENDco and Head Teacher.

Bader has a Parent Support Adviser and a play therapist (who works 0.5 days per week) who support our vulnerable children on a regular basis, alongside their own class teacher/teaching assistant. We also have

three members of staff trained in the talking & drawing technique and also two members of staff trained in theraplay techniques. Both these approaches are used to support SEMH children across school.

Movement in and Around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school, using staff at the back and front of the line where possible. All children should be escorted to the playground by the class teacher at playtimes and home time.

Playtime/Lunchtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. Only hot drinks in a sealed cup should be taken onto the playground. A minimum of two staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

All teachers are to see their children safely off the premises, Only Year 6 children are allowed to go home without their parent/carer. Children can go with another adult with prior permission. All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

Any behaviour incidents at playtime or lunchtime should be dealt with by the adult or reported to a senior member of staff according to severity or frequency. Teachers need to use their knowledge of the children to decide if additional consequences are needed e.g. loss of next playtime. Teachers should always try to prevent incidents occurring and if an individual child struggles to manage their behaviour on the playground, they may be asked to stay in and help an adult with a job. Teachers should collect their class from the playground at the end of break/lunch unless it is PPA where the adult supervising the class will do this.

The Use of Reasonable Force

Six members of staff within school have attended 'Positive Handling' training, accessed through the trust and are therefore able to use positive handling techniques effectively, when needed. These members of staff are trained to use de-escalation techniques and 'Team Teach' is only used when absolutely necessary. Examples of this include:

1. To prevent pupils from hurting themselves
2. To prevent pupils from hurting each other
3. To prevent pupils from damaging property
4. To prevent pupils from causing disorder

All staff within school have a legal power to use 'reasonable force' and follow **Stockton's 'Use of Reasonable Force' policy, September 2018.**

Keeping Children Safe in Education (September 2022) guidance states:

The use of 'reasonable force' in schools and colleges

Para 166. There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

167. The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances

168. When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 84-91), for example in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

- Departmental advice for schools is available at Use of Reasonable Force in Schools (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)
- HM Government guidance Reducing the need for restraint and restrictive intervention (<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>) sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings, however all schools and colleges may find the information helpful.

Members of staff must use their professional judgement to decide whether to use force depending on the circumstances and the individual. Although this is not an exhaustive list, reasonable force may be used in the following situations at Bader:

- To remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil;
- To restrain a pupil at risk of harming themselves through physical outbursts.

All incidents where positive handling techniques or reasonable force have been used, must be recorded on the schools 'Positive Handling Form' and this must be recorded on CPOMS so they can be monitored by the Safeguarding Team and Senior Leadership Team. Recording of the incident must be countersigned by the Headteacher or Deputy Headteacher and the Local Authority informed. Where recorded positive handling and reasonable force has been used, the parents must be informed and the child be checked by a trained first-aider. If a child refuses to allow a first-aider to check them over, parents/carers will be informed and requested to attend school.

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

UNICEF: Rights Respecting School

As a UNICEF, Rights Respecting School (RRS), we value all children's views equally.

The Ambassadors for RRS collated the views of the children throughout school and have confidence that the following Articles are most relevant to this Behaviour Policy:

Article 2: No Discrimination

Article 3: Best Interests of the Child

Article 4: Making Rights Real

Article 12: Respect for Children
Article 13: Sharing Thoughts Freely
Article 16: Protection of Privacy
Article 28: Access to Education
Article 29: Aims of Education