



Bridgeway Federation Behaviour Policy

The Purpose of the Policy

- To establish a framework for achieving positive behaviour
- To outline the standards of behaviour expected of pupils
- To explain how these are to be promoted
- To explain how unacceptable behaviour is to be discouraged and managed

Aims and Ethos

The aim of the school is to promote the development of individual skills and talents so that every child may achieve his or her potential, within an ethos of mutual respect and equality of opportunity.

This is achieved through the provision of a broad, balanced, relevant and differentiated curriculum, promoting the desire to learn through a stimulating, accepting and supportive school environment and building on the partnership between child, parent, teacher and community. The development of pupil autonomy, self-discipline and self-esteem is fundamental to the process of learning. We seek to assist the pupils' understanding of why we have rules and how we all benefit from following them.

Everyone in the school community is trusted to treat each other and the school environment with **respect, kindness and care** so we can all **be ready to learn, feel safe and feel respected**.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

Roles and Responsibilities

The governing board will have overall responsibility for:

- Setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring and reporting on the policy's effectiveness.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- The day-to-day implementation of this policy.
- Publicising this policy to staff, parents and pupils.

Class teachers will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Recording incidents on CPOMS as set out in the guidance.
- Keeping SLT up-to-date with any changes in behaviour.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Support their child's learning and to cooperate with the school as set out in the home-school agreement.
- Conducting themselves in a calm and reasonable manner in all communications.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Our three school rules are:

- Be ready
- Be safe
- Be respectful

Three key behaviours for adults when supporting children with behaviour:

- Attend to the positive – notice the positive behaviours around the child first
- Separate the behaviour from the child – adult talk to children about their behaviour “Your behaviour is...” rather than “You are...”
- Stay calm – adults set the tone. Behaviour cannot be managed effectively if their emotions are heightened

Definitions

Serious unacceptable behaviour includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals including sexual harassment.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that requires the immediate attention of a staff member

Low-level unacceptable behaviour includes, but is not limited to, the following:

- Low-level disruption and talking in class
- Lack of effort to complete classwork
- Rudeness
- Lack of correct equipment

Behaviour in the curriculum

Positive behaviour will be taught to all pupils as part of the curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The focus will be on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly

Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Managing Behaviour

The class teacher discusses the school rules with their class. Each KS2 class has its own classroom charter based on the three key rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the high standard of behaviour that we expect in our school. If there are common incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This may include the teacher employing strategic seating arrangements to prevent poor behaviour.

If a child is persistently misbehaving, interventions may be sought to improve the behaviour. These may include: 1:1 sessions, mentoring, regular communication with parents or the use of a home-school communication book.

Recognition and Praise

There is an emphasis on the reward of both academic achievement and positive behaviour rewarded by all members of staff.

Recognition and praise linked to behaviour:

- Approving looks, smiles, verbal praise and positive acknowledgement – linked to the rules.
- Recognition - Names written on the whiteboard in the moment to show children who are following the rules within a session. These names are refreshed regularly throughout the day.
- Headteacher award certificates which are posted home – for children who have gone over and above the expectation
- Star Award – one child each week per class – linked to the school's core values (not all children will necessarily gain the star award).
- Contact with parents

Rewards and praise that are curriculum linked:

- Learning character stickers (Broadway Infants) or House Points (Ridge Juniors) are awarded for those who are showing characteristics of effective learning.
- Champion reader stamp/sticker given if children have read over and above the expectation for the week.
- Good work awards – given out in assembly each week.
- The display of children's work
- Contact with parents

Sanctions

When unacceptable behaviour occurs, adults provide steps to aid pupils in learning about appropriate behaviour and preserve the learning and wellbeing of others. Parents will not routinely be contacted unless the pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member.

Behaviour steps within the classroom:

- Notice the positives around the child, using strategies to reinforce – verbal praise referencing the rules, recognition wall, non- verbal cues to be used to refocus if needed.
- Remind / resettle – “1- NAME I can see... / I’ve noticed that... 2 -I need you to... because, 3- remind of the positive e.g. remember you did that excellent writing yesterday? Let’s see that again today.”
- Time out in class – directly address the child then move them to work in a different space within the classroom. “NAME I can see that you have still not... I need you to... I know that you can succeed”
- Time out in another class for 10 minutes – **recorded on CPOMS**– child is asked to continue working in another class for 10 minutes.
- Refer to SLT if behaviour continues – **recorded on CPOMS** – the behaviour and impact is discussed along with the rules of the school. The child is given an opportunity to reflect and then returned to the classroom ready to continue working and apologise as appropriate. They will be asked to complete /continue their work for 10 minutes at playtime/lunchtime to make up for the missed time. Once their work is completed, they can go to lunch /play.
- All recording on CPOMS should include a brief description of the behaviour, the action taken and any further action to be taken.

Behaviour steps at playtime / lunchtime:

- Notice the positive around the child, using strategies to reinforce – verbal praise referencing the rules
- Remind / resettle – “1- NAME I can see... / I’ve noticed that... 2 -I need you to... because, 3- remind of the positive e.g. I know you can be a really kind friend to NAME, so let’s see you being safe in the playground now.”
- Time out with a member of staff – directly address the child and ask them to stay with you for 5 minutes – “NAME I can see that you are still not being safe/respectful because... I need you to...”
- Time out inside for 5 minutes – **recorded on CPOMS**– child is taken inside and asked to sit by the staff room (break-time) / hall (lunchtime) for 5 minutes. “NAME was not being respectful / being safe outside. I am sure NAME will be ready to be safe / respectful when he comes outside in 5 minutes.”
- Refer to SLT if behaviour continues – **recorded on CPOMS**– the behaviour and impact is discussed along with the rules of the school

- Behaviour incidences dealt with by TAs / teachers to be logged on CPOMS by the TA/teacher, recording should include a brief description of the behaviour, the action taken and any further action to be taken.
- Behaviour incidences dealt with by LBS staff to be logged in a lunchtime book, please record the name of the child, the date, a brief description of the incident, action taken and the staff member's name who dealt with the incident
- Office staff (Broadway) / behaviour leads (Ridge) to record on CPOMS incidents logged in the lunchtime book.

**If the behaviour incident is a physical incident where another child has been hurt, children should have time out inside / SLT involvement.

Structured Lunchtimes

If the behaviour of a pupil over time indicates that they are having difficulties with managing behaviour during playtimes and lunchtimes, they may have a structured lunchtime as part of their support package. This means lunchtime is chunked into 3 sections – Eating lunch, outside play then inside play in lunch club (KS1) and quiet room (KS2). The timings of each section is adjusted according to need.

In the circumstances of serious disruptive or unsafe behaviour that compromises the wellbeing of others, parents will be informed and the head teacher will consider whether further loss of play, an internal exclusion (working away from their classroom for a longer period of time), a suspension or a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors.

SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEND Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Physical intervention

In line with the school's **Physical Intervention Policy**, members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. **Force is never used as a punishment and all staff know that it is against the law to do so.**

When considering the use of reasonable force, staff will take into account their legal duty to make reasonable adjustments for disabled children and children with SEN but the safety of all children will remain the prime concern. For further guidance staff will refer to the separate **Bridgeway Federation School Procedures - 'Use of Reasonable Force'**.

All significant incidents where physical restraint/force has been used are recorded in the bound and numbered record book kept in the school office and the Head Teacher informed.

Behaviour outside of school premises

The school has statutory powers to deal with any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or is in some other way identifiable as a pupil at the school.

In addition to misbehaviour at any time that:

- 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.

Behaviour taking place in these locations or at these times may be investigated and parents contacted if the incident is felt to warrant this.

The school will also support pupils who are subject to Cyber Bullying out of school. Incidents reported to the school will be, where practicable, investigated and parents contacted if concerns are raised.

Monitoring and review

The policy will be regularly discussed with parents, governors and staff of the school, Children will be involved in the discussion of school rules, rewards and sanctions.

Training will be available as appropriate, ensuring that all staff are updated regularly on the most appropriate ways of encouraging positive behaviour consistently.

We aim to achieve the following success criteria:

1. All members of the school community behave excellently
2. Policy is understood by parents, children and staff
3. All staff implement the policy consistently

This policy will be formally reviewed annually.