Frederick Bird Primary School

Aspire and Achieve

Behaviour Policy

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1. Aims

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

> Behaviour and discipline in schools: advice for headteachers and school staff, 2016

> Behaviour in schools: advice for headteachers and school staff 2022

> Searching, screening and confiscation at school 2018

> Searching, screening and confiscation: advice for schools 2022

> The Equality Act 2010

> Keeping Children Safe in Education

> Exclusion from maintained schools, academies and pupil referral units in England 2017

> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
In addition, this policy is based on:

> Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

> Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles

> DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

At Frederick Bird Primary School we aim to work in partnership with all members of the school community to make teaching and learning exciting and enjoyable, support and challenge every child to achieve at the highest possible level and create a safe and secure environment where every child is happy, valued and prepared to make a positive contribution to our rapidly changing society.

Frederick Bird is a safe, friendly space where children can learn with a sense of compassion and respect, learning to accept others whilst aiming high across all curriculum areas.   We want children to make the most of their time in school, becoming positive and independent learners whilst holding true to the values that underpin the school.

Behaviour causing concern is defined as:
> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

> Not following instructions of a member of staff

> Unkind or unsafe behaviour towards others (staff and peers)

Serious behavioural incidents are defined as:
> Repeated breaches of the school rules

> Any form of bullying, including online and LGBTQ+ related

> Physical threats/Fighting

> Physical assault

> Deliberate damage to school environment

> Discriminatory behaviour

> Behaviour which is unsafe towards self or others

4. Bullying
Bullying is defined as the repetitive, intentional harming of 1 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, comments about sexual reputation or performance, 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

5. Roles and responsibilities

5.1 The governing board

Are responsible for:
> Reviewing and approving the written statement of behaviour principles (appendix 1)

> Reviewing this behaviour policy in conjunction with the headteacher

> Monitoring the policy's effectiveness

> Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:
> Reviewing this policy in conjunction with the Governing Body

> Giving due consideration to the school's statement of behaviour principles (appendix 1)

> Approving this policy

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with poor behaviour

> Monitoring that the policy is implemented by staff consistently with all groups of pupils

> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

> Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

> Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:
> Creating a calm and safe environment for pupils

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Implementing the behaviour policy consistently

> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Considering their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

> Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:
> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

> Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

> Take part in the life of the school and its culture

> Work in partnership with the school, sharing respective ideas and opinion whilst taking onboard the professional expertise of the school staff.

> Work in collaboration and partnership with school to achieve the best outcomes for the children.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

> The expected standard of behaviour they should be displaying at school

> That they have a duty to follow the behaviour policy

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

> The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Responding to behaviour

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

> Treat all pupils equally and with unconditional positive regard

> Create and maintain a stimulating environment that encourages pupils to be engaged

> Display the behaviour curriculum or their own classroom rules

> Develop a positive relationship with pupils, which may include:

  o Greeting pupils in the morning/at the start of lessons

  o Establishing clear routines

  o Communicating expectations of behaviour in ways other than solely verbally

  o Highlighting and promoting good behaviour

  o Concluding the day positively and starting the next day afresh

  o Having a plan for dealing with low-level disruption

  o Using positive reinforcement

6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

6.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

> Verbal praise

> Communicating praise to parents via written correspondence (postcards home), verbal conversations and class dojo messages

> Certificates, 'Star of the Week', 'Star of the Term'

> 'Star of the Session' board in every classroom, where individual children are named and their behaviour is exemplified to others.

> Positions of responsibility, such as prefect status or being entrusted with a particular decision or project e.g. School Council, Head Boy and Girl in Year 6

> Whole-class or year group rewards, such as a popular activity

> Visits to the Head Teacher for recognition of effort, attitude, behaviour or learning

> Stickers and badges

6.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The staff may use the following steps in response to unacceptable behaviour:

STAGES 1-6

1. A verbal reprimand and reminder of the expectations of behaviour

2. A 'first warning' which will be logged in the class behaviour book. Child's name moved to 'yellow' on the traffic light system within the behaviour book. A clear explanation will be given to the child at this point about what they need to do to modify their behaviour such that their name can move back to green. The child will also be given the warning that if their behaviour continues they will move to stage 3.

3. If the behaviour continues, the child's name will be moved to 'red' on the traffic light system within the behaviour book. At this point, the child will be sent into the classroom of another teacher for a set period of time. This will usually be 15 minutes (supported by a sandtimer or a stopwatch). That teacher will then ensure child returns to their class for a fresh start. If the child settles back into class and follows the behaviour expectations, their name will move back to 'green' on the traffic light system within the teacher's behaviour book. However, if the child's behaviour continues to cause disruption or be unsafe after this consequence then they will move to stage 4.

4. The Phase Leader (or another Assistant/Deputy Head if Phase Leader not available) will be called to remove child from class for a reflective conversation. At this stage, the pupil will also be advised that they will miss a portion of their playtime or lunchtime to sit with a Senior member of staff for 'Reflection Time'. Within this session, the child will be encouraged to reflect on the events leading up to Reflection Time and the member of SLT will help them to consider ways of preventing this occurring again. With support of the adult, the child will complete a 'Reflection Sheet' and take this with them to put in the teacher's behaviour book for future support for the child. 3 or more Reflection Times in one half term will trigger a

meeting with parents. The class teacher is responsible for keeping a log of those children who meet this criteria.

5. Some behaviour incidents are so serious and unsafe that the above stages are not appropriate. In these instances, an Internal Exclusion will be issued, usually for a morning/afternoon session, or occasionally longer depending on the seriousness of the behaviour. A senior member of staff will supervise this exclusion, and facilitate a restorative conversation and a reflection on behaviour, triggers and future solutions. Parents will be informed at this stage.

6. In the most serious of circumstances, a suspension and/or permanent exclusions will be considered by the Head Teacher. Parents, Governors and Local Authority will be informed.

All staff will maintain a "fresh start" approach when a child returns to their classroom following play time, or lunch time. This means their name will be in the green column of the traffic light system within the behaviour book. If a child returns to class following a Reflection Time or Restorative Conversation with a member of Senior Leadership Team, they will have a fresh start and their name will be moved to the green column of the traffic light system within the class behaviour book.

Personal circumstances of the pupil will be taken into account when adhering to these stages and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. For children who have Special Educational Needs and Disabilities, reasonable adjustments will be made to policy. Reasonable adjustments will be advised by the qualified SENCo and Head Teacher, and should not be to the detriment of other pupils' or staff safety or wellbeing. For children with SEND, including those with a diagnosis, this behaviour policy still fully applies, but reasonable adjustments ('reasonable' being judged by a qualified SENCo or Head Teacher) will be made throughout. It is important to note that children with SEND are not exempt from behaviour or exclusions policy.

6.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

> Behaving in a way that jeopardises safety of self or others (staff or pupils)

Incidents of reasonable force must:

> Always be used as a last resort

> Where possible, be led by someone who holds Team Teach qualification (though this is not a legal requirement, and should not stop any member of staff physically intervening should any of the above listed behaviours occur)

> 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 on CPOMS and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

6.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

6.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7. Responding to misbehaviour from pupils with SEND

7.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis, and will involve a qualified SENCo and/or Head Teacher.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

> Ensuring reasonable adjustments have been made in light of the pupil's SEND before taking the decision to suspend or exclude

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

> Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

> Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

> Adjusting uniform requirements for a pupil with sensory issues

> Training for staff in understanding conditions such as autism

> Use of separation spaces (nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

7.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

> Whether the pupil was unable to understand the rule or instruction?

> Whether the pupil was unable to act differently at the time as a result of their SEND?

> Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

8. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

> Key workers to support the children and check in

> Behaviour report cards

9. Monitoring arrangements

9.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

> Behavioural incidents, including removal from the classroom

> Attendance, permanent exclusion and suspension

> Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

9.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

10. Links with other policies

This behaviour policy is linked to the following policies :

> Exclusions policy

> Child protection and safeguarding policy

> Anti-Bullying policy