

# Bentley Heath C E Primary School



## Behaviour Policy

Date written	<b>March 2023</b>
Date agreed and ratified by Local Academy Board	<b>March 2023</b>
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## **Rooted in Jesus, and fruitful in mission and service**

Bentley Heath Church of England Primary School has a living Christian foundation following the teaching of Jesus, whereby we seek for everyone in our School community to be Rooted and Fruitful in Him. We live out this faith by following Jesus' command to: "**Love one another** as I have loved you." (John 15: 12)

## **Our Core Values and School Rules**

At Bentley Heath, our core values are:

- **Perseverance** - *We keep on going, even when it is difficult*
- **Peace** - *We are proud of who we are and value others as individuals*
- **Compassion** - *We reach out to those in need and try to make a difference*
- **Forgiveness** - *We give ourselves and others the chance to do things right when we have made a mistake*
- **Creativity** - *We recognise and use our individual skills to express ourselves with confidence*
- **Hope** - *We treat every day as a new start with a positive attitude*

This means our School Rules are:

- **Ready - We are ready to learn and strive to do our best**
- **Respectful - We treat others and our school with respect**
- **Safe - We keep ourselves and others safe**

### **We expect children to:**

- Follow the three school rules: Be ready, Be respectful, Be safe.
- Be respectful to one another, speak calmly and courteously.
- To respect the feelings of others and to treat everyone as they would like to be treated.
- Do the simple things right – arrive in school on time, wear our school uniform with pride, bring the correct equipment for learning.
- Speak to an adult if they have any concerns.
- Work restoratively to avoid conflict and respect the right of others to be different.
- Listen to the views of others and accept their rights to hold those views.
- Respect the school building, facilities and equipment.

The principle behind our behaviour system is that we want children to make positive behaviour choices because it is the right thing to do not because of the promise of a reward or the threat of a punishment. After all, no one rewards us as adults for sticking to the speed limit! We want children to recognise that we need to follow rules for the greater good i.e. stick to the speed limit because it keeps us and others safe.

### **We expect that staff will:**

- Be ready, Be respectful, Be safe.
- Be great role models for pupils and peers.
- Treat children equally, irrespective of gender, race, disability, SEN or other equalities.
- Encourage pupils to show respect for members of the community and the environment.
- Be fair, calm and consistent in how they treat all situations, involving all children
- Speak politely and calmly and respect everyone's personal space.
- Develop positive relationships with pupils, parents and colleagues.
- Treat all members of the community equally, fairly and consistently, meeting their individual needs.
- Follow relentless routines- consistent routines for e.g. lining up – that are shared widely with all staff to ensure consistency for the children
- Meet and Greet –be visible each morning to greet the children. This is to provide a moment of connection at the start of the day.

### **We expect that parents and carers will:**

- Be ready, Be respectful, Be safe.
- Work in partnership with the school staff to ensure that their child is able to achieve to the best of their ability.
- Respecting school decisions and follow procedures within in policies.
- Ensure that their child is in school on time, dressed in the correct uniform.
- Support their child with their learning at home.
- Support the school in modelling polite, calm and orderly behaviour
- Encourage their child to show respect for members of the school community and the environment.
- Work with the school to ensure their child follows the three school rules: Be Ready, Be Respectful, Be Safe.

## **How we promote positive behaviour**

We encourage our pupils to develop our core values, follow the school rules and succeed in school by:

Verbal recognition and praise	Issued for on task behaviour and general good behaviour. To create a positive classroom climate, we aim to publicly acknowledge positive behaviour 5 times more often than negative behaviour.
Recognition Board	All classrooms will have a recognition board with the school rules displayed clearly. Teachers and pupils will identify the focus specific to their class depending on the needs of the pupils (e.g. speak politely to each other). This is a positive, collaborative

	strategy, where children work as a team so that ALL children to have their name on the recognition board at the end of the day.
Merit Marks issued on Class Dojo	Certificates when you reach 100, 250, 500, gold badge for 750 etc across the year. Shared in Key Stage assemblies. The class who have received the most Dojos each week are announced in celebration assembly and awarded extra time on the equipment at playtime that day.
Star of the week	We issue certificates for positive learning behaviours and great work. These are presented in assembly every week and parents are invited to attend.
ACE child	We award an ACE child certificate each term to one pupil in each class. This is chosen through a voting system by the children in the class and is for a child who is always a good example to others.
Headteacher sticker	Children who have worked hard or impressed their teacher will be asked to share what they have done with Mrs Cook or another member of the Senior Leadership Team.
Phone call home	Teachers will phone parents if they are particularly pleased with a pupil's behaviour or conduct
Tea with me	The Head teacher invites children to have tea and cake with her on a Friday afternoon. Children are nominated by the class teachers for displaying the focus value for that half term.

### **Merit mark certificates earned throughout the school**

Children earn Merit Marks (on Class Dojo) for displaying positive behaviours in line with the Pupil Code of Conduct. As the children reach certain Merit Mark milestones, they are awarded with a badge. The milestones are:

100 Merit Marks – Blue Certificate

250 Merit Marks – Green Certificate

500 Merit Marks – Purple Certificate

750 Merit Marks – Red Certificate

1000 Merit Marks – Yellow Certificate and Gold Badge (awarded in Friday Celebration Assembly)

### **Star of the Week**

One child from each class receives a certificate presented by the Headteacher during Friday Celebration Assembly. Parents are invited to

attend the assembly. Names are included in newsletter and certificates displayed in the main hall.

### **ACE Certificate**

A child who is an example to everyone – voted for by the children in each class, every term.

## **How we reduce negative behaviour**

For children who are not meeting the expected behaviour standards, a 5-step process will be followed. Children will not have their name moved down or off the board.

### **Stage 1 - Redirection**

Positive reinforcement of other children around them "X thank you for sitting so beautifully."

A visual cue to the child that you want them to make a good choice. This could include

- a 'look'
- a visual point to what you expect.

### **Stage 2 - Reminder**

A reminder of the expectations **Ready, Respectful, Safe** delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time)

Praise them when they positively change their behaviour, acknowledging the positive change.

### **Stage 3 - Warning**

#### **If the behaviour persists:**

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged (see appendix)

Praise them when they positively change their behaviour, acknowledging the positive change.

### **Stage 4 – Consequences**

#### **If the behaviour still persists:**

- The learner is asked to speak to the teacher away from the others.
- Boundaries are reset – child is informed they will miss part of their playtime.
- Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning.
- Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the

learner can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough)

- Time out in an allocated space within the classroom.

❖ Child will miss 3 minutes of their play time. The class teacher will oversee this and ensure a short reflection conversation takes place.

- If the step above is unsuccessful, or if a learner refuses to take a time out then a learner will be asked to leave the room and go to their parallel partner class. The child will miss 5 minutes of their playtime.

Anything resulting in a consequence (Stage 4) needs to be recorded briefly using CPOMS so that SLT are aware and any patterns can be noted. There should be a conversation with parents to explain the situation either over the phone or in person at the end of the school day.

### **Stage 5a Internal referral to a member of SLT**

#### **If the behaviour escalates / child refuses to move to time out:**

Internal Referral to the Assistant Head teacher (Phase Leader / Inclusion Manager) for a restorative conversation including a consequence.

Anything resulting in an internal referral to a member of SLT (Stage 5) needs to be recorded briefly by SLT adding to the log on CPOMS.

### **Stage 5b – Non-negotiable behaviours**

If a child displays a non-negotiable behaviour, no warnings will be given and it will be immediately referred to SLT. The member of SLT will decide on a proportionate consequence.

Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or suspension. This decision will be made by the Headteacher or the deputy in her absence.

Possible examples of serious misbehaviour may be:

- Sexist / racist / homophobic or derogatory comment
- Physical aggression
- Verbal aggression
- Deliberate damage to school property

## **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional and mental health needs may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will 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. It may also be appropriate to help other children in school understand what they can do to support this particular pupil. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

## **Sexual abuse and discrimination**

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

## **Physical intervention**

Trained 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. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **Exclusions and Suspensions**

The school will refer to and comply with government Exclusion Guidance ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf))

This includes following the Exclusion Policy for the school.

A pupil may be suspended for a fixed-term period or excluded for:

- Repeated serious misbehaviour
- A serious violation of the Pupil Code of Conduct
- Repeated refusal to conform to the requirements of this behaviour policy
- Persistent behaviour detrimental to the learning or well-being of others

In circumstances deemed necessary by the Headteacher, any of the above forms of misbehaviour could result in exclusion.



## **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour including incidents that occur at break or lunchtimes. The class teacher monitors minor incidents. The Headteacher and SLT record those incidents where a child is sent to them following the stages identified in the policy or serious incidents of inappropriate behaviour.

Monitoring of these records by the Behaviour Lead may lead to further meetings with parents to discuss other support being drawn up to support identified behaviour difficulties. If needed, an Individual Behaviour Plan may be created to support specific needs of the child. This is written in collaboration with the child.

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

It is the responsibility of the Local Academy Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Implementation of the policy will be monitored by the Headteacher and the Senior Leadership team.

## **Related Policies**

This behaviour policy should be read alongside our:

- Equality Statement and Objectives
- BDMAT Equality and Diversity Policy
- BDMAT Preventing Radicalisation Policy
- Anti-bullying policy
- Safeguarding Policy
- SEND Policy

# Appendix 1

## Reparation conversation

Staff will have a script for the restorative conversation that they feel comfortable with. Staff will choose the appropriate questions from below and address each together, recording responses. The goal of these restorative conversations is to ensure both the children and members of staff know how to move forward from the incident.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

## Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

### **Reminder:**

- I noticed you chose to.... (noticed behaviour).
- This is a reminder that we need to be (Ready, Respectful, Safe)
- You now have the chance to make a better choice.
- Thank you for listening

### **Warning:**

- I noticed you chose to..... (noticed behaviour)
- This is the \_\_\_\_time I have spoken to you.
- If you choose to break the rules again you will move to the table at the back/outside. This will also mean you will miss some of your playtime.
- (learner's name), do you remember when\_\_\_\_\_ (model of previous good behaviour)? That is the behaviour I expect from you.
- Think carefully, I know that you can make good choices. Thank you for listening.

### **Consequence/ calming time**

- I noticed you are still choosing to ..... (noticed behaviour)
- You need to go to sit at the table at the back/ to class X
- I will come and speak to you in three minutes.

## Appendix 2

### Sexism and Sexual Harassment

#### Definitions

Sexism and Sexual Harassment are deemed unacceptable behaviours as defined below. We recognise that these behaviours can happen anywhere and both online and in the real world.

**Sexism** - prejudice or discrimination based on sex or gender.

**Sexual Harassment** – this is defined as unwanted conduct of a sexual nature such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes. This also includes online harassment such as sharing nude and semi-nude messages.

**Sexual Violence** – this is defined as rape, assault by penetration or sexual assault (intentional sexual touching)

**Child-on-Child Sexual Abuse** – this is defined as sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2021a).

#### Reporting Concerns and School's Processes

All allegations or incidents are dealt with as Safeguarding concerns and investigated as a matter of priority. The wishes of the victim will be taken into account and they will be reassured that they will be: taken seriously; listened to; their concerns will be acted on and that any Sexism or Sexual Harassment will not be tolerated or accepted in any way.

If a child has a concern or experienced any form of sexism or sexual harassment, they are encouraged to speak to a member of staff who will notify a Designated Safeguarding Lead (DSL) as soon as possible. We encourage the children to speak up about any concerns and individuals involved will be spoken to as necessary.

If a parent has a concern that their child has experienced any form of sexism or sexual harassment, they are encouraged to speak to a member of the Senior Leadership Team or DSL.

If a member of staff has a concern that a child has experienced any form of sexism or sexual harassment, they are encouraged to speak to a member of the Senior Leadership Team or DSL.

Details of any allegation will be officially recorded on CPOMS as with any other safeguarding concern.

All allegations will be dealt with on a 'zero-tolerance' approach, however each incident will be handled in a proportionate, considered and supportive manner, deciding each incident on a case-by-case basis. Depending on the severity of

the allegation/concern, the matter may be handled internally or advice may be sought from the following agencies:

- Multi-Agency Safeguarding Hub (MASH)
- Police

### Our Curriculum

The children will be taught, in an age appropriate way, about what good and healthy sexual behaviour means. This is part of our Jigsaw PSHE Curriculum with some content specifically covered with the RSE elements. This includes:

- What is meant by consent
- Respectful behaviour
- Body confidence and self-esteem
- Healthy relationships

### Sanctions

Sanctions will be appropriate for different 'levels' of sexual harassment and sexual comments in line with sanctions outlined in the main body of this behaviour policy. Some examples of what behaviour will be deemed as Sexism or Sexual Harassment and the following sanctions are below. This is not an exhaustive list and each case will be closely investigated to ensure the correct outcome is reached.

<b>Examples Sexism and Sexual Harassment</b>	<b>Sanction</b>
<ul style="list-style-type: none"> <li>• Boys saying, "Girls are gross" or vica versa;</li> <li>• Gender stereotypes such as derogatory comments about how boys and girls behave;</li> <li>• Unwelcome looks and comments about appearance;</li> </ul>	<p>Treated as misbehaviour (see main policy above) Involving:</p> <ul style="list-style-type: none"> <li>• Conversation with Senior Leader</li> <li>• Parents informed</li> <li>• Monitored further behaviour</li> <li>• Logged on CPOMS.</li> </ul>
<ul style="list-style-type: none"> <li>• Interfering with clothing (including upskirting)</li> <li>• Using terms such as "slut", "bitch", "whore", "pansy", "sissy", and other gender based derogatory terms.</li> </ul>	<p>Treated as serious misbehavior (see main policy above) Involving:</p> <ul style="list-style-type: none"> <li>• Conversation with Senior Leader</li> <li>• Parents invited to a conversation</li> <li>• Possible suspension or exclusion</li> <li>• Logged on CPOMS</li> </ul>
<ul style="list-style-type: none"> <li>• Controlling behaviours</li> <li>• Isolating the victim from friends or families</li> <li>• Coercive behaviour</li> <li>• Physical sexual abuse</li> <li>• Forcing other children to take part in sexual activity</li> </ul>	<p>Treated as criminal activity, involving:</p> <ul style="list-style-type: none"> <li>• Contact social services – MASH</li> <li>• Contact Police</li> <li>• Contact parents</li> <li>• Logged on CPOMS as a Safeguarding incident, not a behaviour incident.</li> </ul>