

Bentley Heath C E Primary School



Behaviour Policy

Date written	March 2023
Date agreed and ratified by Local Academy Board	March 2023
Date of next full review	Sept 2025
Interim Review	August 2024

Love one another as I have loved you.

Bentley Heath Church of England Primary School has a living Christian foundation following the teaching of Jesus. 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 put 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.

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 e.g. for 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:

- Work with the school to ensure their child follows the three school rules: 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.
- Respect school decisions and follow the procedures within 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 both inside and outside school.
- Adhere to the BDMAT Parent Code of Conduct.

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.
Team Target Board	All classrooms will have a Team Target 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 (In Class ___ we are outstanding because... we speak politely to each other). This is a positive, collaborative strategy, where children work as a team so that ALL boxes are crossed off by the end of the lesson /morning/day. Classes may choose to challenge themselves by using a target board with a higher number of boxes. Targets are changed once they have been regularly achieved. Children should be able to articulate their class target at any given time.

Merit Marks issued on Class Dojo	Certificates across the year when you reach 100, 200, 300, 400 and 500 merits and a gold badge for 500. Certificates are shared in Key Stage assemblies and the gold badges will be awarded in Friday Celebration Assembly. The class who have received the most merit marks each week are also 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 which link to our school values. 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 / Senior Leadership Team 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 / email home	Teachers will phone parents or send an email via our Arbor system 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. 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 certificate in worship on a Wednesday. The milestones are:

100 Merit Marks – Blue Certificate

200 Merit Marks – Red Certificate

300 Merit Marks – Green Certificate

400 Merit Marks – Yellow Certificate

500 Merit Marks – Purple Certificate and Gold Badge (awarded in Friday Celebration Assembly)

Star of the Week

One child from each class receives a certificate presented by a member of the leadership team during Friday Celebration Assembly. These certificates link to our school values. Parents are invited to attend the assembly. Names are included in our newsletter and certificates displayed in the main hall.

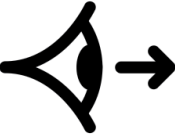




ACE Certificate

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, the following process will be followed.

<p>LOOK</p> 	<p>A visual cue to the child that you want them to make a good choice. This could include</p> <ul style="list-style-type: none"> • a 'look' • a visual point to what you expect • positive reinforcement of other children around them "X thank you for sitting so beautifully."
<p>REMIND</p> 	<p>A reminder of the expectations Ready, Respectful, Safe delivered discreetly, making the child aware of their behaviour. The child should have the chance to do the right thing. Praise them when they positively change their behaviour, acknowledging the positive change.</p>
<p>WARN</p> 	<p>A clear verbal warning delivered discreetly making the child aware of their behaviour and clearly outlining the consequences if they continue. The child should have the chance to do the right thing. The child will be reminded of their good previous conduct to prove that they can make good choices. <i>They should be reminded that a notification will be issued to their parents should this behaviour continue.</i></p>
<p>CONSEQUENCE & COMMUNICATE</p> 	<p>If the behaviour continues or escalates, or a child displays a non-negotiable behaviour, the member of staff will do two things having investigated the incident.</p> <ol style="list-style-type: none"> 1. Issue an appropriate consequence which takes into account the age and stage of the child, and the severity of their actions. This should allow the child time to reflect / time away from the situation. 2. Communicate with parents and SLT (if appropriate) by recording the incident and consequence on Arbor. This will send an automatic email to the parents. Depending on the incident, the teacher or member of SLT may choose to speak to the parent verbally as well. If there is a pattern of behaviour emerging, a meeting may be called.
<p>REPAIR</p> 	<p>Children should always be offered an opportunity to reflect on their actions and explore what led to them so they can learn from their behaviour, make things right and act differently next time. This should happen once all involved are calm and regulated. <i>The staff member should close the incident on Arbor and include a brief summary of consequences issued, if not already recorded.</i></p>

Additional Guidance to support with the above

Non-negotiable behaviours

Possible examples of serious misbehaviour (non-negotiable behaviours) may be:

- Sexist / racist / homophobic or derogatory comment
- Physical aggression
- Verbal aggression
- Sexual violence
- Sexual harassment, including sexual comments, jokes, physical behaviour and online harassment
- Deliberate damage to school property
- Theft
- Possession of any banned and prohibited items, such as: smart phones, knives or weapons, alcohol, illegal drugs, stolen items, tobacco, e-cigarettes or vapes, fireworks, pornographic images

Consequences

The consequence given should always take into account the age, stage and needs of the child as well as the severity of the incident. They may include:

- Moving the child to a different table
- Time out in the classroom (e.g. in a calm corner)
- Time out in the partner classroom
- Missing a portion or the entirety of play time or lunch time (supervision arrangements must be made by the person issuing the consequence)
- Missing an activity (e.g. football at lunchtime) for a specific period of time
- Internal exclusions, suspensions and permanent exclusions may be issued by the Headteacher or the Deputy in her absence.

Repair

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 one 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?

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".

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.

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.

Confiscation

Any prohibited items (listed on page 6) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a DSL to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed on page 6) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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)

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

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.

What happened?

What were you thinking?

How were you feeling?

Who was affected?

What would make it better?

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), 2021 a).

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.

Examples Sexism and Sanction Sexual Harassment	
<ul style="list-style-type: none"> • Boys saying, "Girls are gross" or vica versa; • Gender stereotypes such as derogatory comments about how boys and girls behave; • Unwelcome looks and comments about appearance; 	<p>Treated as misbehaviour (see main policy above)</p> <p>Involving:</p> <ul style="list-style-type: none"> • Conversation with Senior Leader • Parents informed • Monitored further behaviour • Logged on CPOMS.
<ul style="list-style-type: none"> • Interfering with clothing (including upskirting) • Using terms such as "slut", "bitch", "whore", "pansy", "sissy", and 	<p>Treated as serious misbehavior (see main policy above)</p> <p>Involving:</p> <ul style="list-style-type: none"> • Conversation with Senior Leader • Parents invited to a conversation • Possible suspension or exclusion

<p>other gender based derogatory terms.</p>	<ul style="list-style-type: none"> • Logged on CPOMS
<ul style="list-style-type: none"> • Controlling behaviours • Isolating the victim from friends or families • Coercive behaviour • Physical sexual abuse • Forcing other children to take part in sexual activity 	<p>Treated as criminal activity, involving:</p> <ul style="list-style-type: none"> • Contact social services – MASH • Contact Police • Contact parents • Logged on CPOMS as a Safeguarding incident, not a behaviour incident.