

Behaviour Policy **Begbrook Primary Academy**

At Begbrook Primary Academy we expect and encourage good behaviour and self discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

We expect all staff to demonstrate a positive attitude towards all children at all times. Even the most challenging children are spoken with calmly and respectfully. This is particularly important as children do not all respond in the same manner and we must support each individual child.

Aims:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;

In order to safeguard all pupils and adults within the school the Principal reserves the right to:

- use physical restraint when needed to safeguard pupils and adults;
- work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour;

The Behaviour Code expectations

Our 4 overarching expectations are agreed as:

- At Begbrook we make others feel good by...
- < doing as we are asked
- < working hard and always doing our best
- < showing good manners and smiling a lot
- < taking care of ourselves and of others

We use rewards to encourage the children to behave well and to recognise those who do.

By noticing and praising good behaviour we encourage more of it.

All adults in school are responsible for establishing consistent expectations for behaviour. We must all be willing to praise or deal with any child from any class.

Celebrating behaviour

Recognising and rewarding excellent behaviour

Excellent behaviour is highly valued at Begbrook. We encourage the types of behaviour we want to see by *catching the children doing good*, by recognising and drawing attention towards appropriate behaviours.

Children at Begbrook respond positively to reward and praise. We praise and reward children in the following ways:

Golden Time - to reward good behaviour.

Every year team includes golden time in the weekly timetable to a maximum of 30 minutes.

Children who behave well all week enjoy all their golden time. During golden time children can choose from a variety of very popular activities. Golden time is very popular with children.

However, inappropriate behaviour results in a loss of some or all of golden time. After the first reminder each subsequent reminder leads to a loss of 5 minutes golden time. The number of reminders in a week is used to calculate how much golden time each child is allowed to join in with.

Children who miss golden time observe the other children enjoying their time but do not take part until their time is up.

Activity choices are negotiated with the children and reviewed regularly.

Golden time is important and is given high status.

Reward charts – some children require further support/encouragement with their behaviour so teachers may use reward charts with these children.

We also celebrate achievements and successes in the following ways:

Celebration Assembly on Friday

Our Friday Celebration Assemblies are highly valued by the children and plays a significant part in raising the self esteem of children by providing opportunities to take a leading part in the assembly and recognise the achievements of others. We are delighted to see so many parents joining us and enjoying it for themselves. The assemblies are led by the children and involve many elements including;

- children chosen from each class for special recognition for recent learning success, and
- the awarding of certificates as part of our golden points system.
- The presentation of any out of school awards

Sending a child to a colleague for praise

Teachers frequently send a child to a subject leader, Key Stage manager, Deputy Head or Principal for praise for particularly outstanding work. Children value such praise highly and often treasure the stickers awarded.

Within each year team

Year teams praise specific excellent learning and behaviour during times when the year team are together.

We are good at Begbrook at ensuring all children know what constitutes good learning and good behaviour. We go out of our way to spot the good examples and recognise this in front of others.

Supporting behavior

All children and all staff have the right to work in an environment that maximises children's learning. In order to facilitate this staff must have the highest expectations of behaviour and relationships at all times. It is imperative that children understand the behaviours that have caused these sanctions to take place and that positive behaviours are rewarded. We are a THRIVE school and all staff are briefed in following this approach when dealing with all children. Several members of staff are trained THRIVE practitioners. Individual THRIVE action plans are in place for several children and parental involvement is a key part of this.

Reminders

These are given for the following reasons:

- wasting learning time
- minor disruption to a lesson eg; by talking during listening times, touching others, distracting others...
- failing to respond appropriately to a request or instruction from any member of staff.
- leaving the classroom with permission

Each reminder is recorded in this behaviour book with the child's name, date and code.

Each reminder means a loss of 5 minutes of golden time.

If a child receives more than 3 reminders in a day then they should be sent to the partner teachers class to complete their work for that lesson. Contact should also be made with parents via face to face meetings or a phone call, this is essential to keep parents informed.

If further reminders are given that day then the child should be sent to the key stage leader with further reminders resulting in the head or deputy becoming involved.

Any serious incidents may require intervention from the head or deputy immediately. This is at the class teachers discretion.

If disruptive behaviour continues then the SENCO will become involved and create an action plan with the teacher to reinforce positive behaviours.

Behaviour codes

F - fighting or physical abuse of any kind	V - verbal abuse, foul language
B – bullying/racism	D - defiance or disrespect
C – leaving the classroom	W – deliberately wasting learning time

Groundings at playtime

A – For disrupting assembly	P – Poor behaviour at play time
L – For poor behaviour at lunch time	T – For poor behaviour in toilet
M – For poor behaviour moving around school	

White slips

These are given by lunchtime staff when unacceptable behaviour has occurred. Children will normally have received a grounding during lunchtime for these. Dinner staff will deliver these to class teachers at the end of lunchtimes.

These slips need to be stuck into behaviour books and parents contacted if appropriate.

Groundings

These are given for inappropriate behaviour around the school, failure to attempt/complete work in lessons or incidents which are more serious than needing a reminder.

Groundings take place at either the head or deputies office during break times.

Extreme Behaviour

Some behaviour is so serious it will result in immediate fixed term exclusion. This is considered on a case by case basis and might include issues of health and safety or significant disruption to learning. Only the Principal, or most senior member of staff on site can carry out this sanction. Should a child be at risk of fixed term exclusion every effort will be made to engage parental support and work in partnership to improve the situation. If necessary, support will be sought from the CLF and Bristol Special Needs Service.

Bullying and prejudicial behaviour

Bullying and prejudicial behaviour are particularly unpleasant and unacceptable antisocial behaviours and are always treated most seriously.

Bullying is usually persistent, systematic and often premeditated. Its seriousness is also judged by the effect it has on the victim. Bullying is not when two children fall out and abuse each other physically or verbally. Many parents and children confuse bullying with aggression. Not all incidents of aggression, name calling or unpleasantness are bullying.

The Leadership Team may become involved if there is little progress with an issue of bullying. In certain cases a support card may be given to a victim to enable the child to seek immediate support from the senior staff member. This card asks duty staff to allow the child immediate access to the Principal, Deputy Principal or Year Group Leaders

Rationale

At Begbrook we are committed to providing a friendly environment that respects the diversity and individuality of all adults and children in our community. We believe that all members of the school community should feel valued, safe and secure and have a right to work in a relaxed, secure environment free from harassment and bullying. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively.

Guiding Principles

- Harassment, bullying, intimidation and intolerance are unacceptable and will be challenged by all members of the school community.
- This school is committed to creating a safe environment where people will be physically safe, and be free of insult, derogatory terms and teasing.

- Diversity is respected, valued and celebrated.
- Everyone is able to reach the highest level of personal achievement, unhindered by any form of prejudice, discrimination or harassment.
- Ensure equality of access for all pupils, staff, parents and carers.
- Promote attitudes that will challenge bullying behaviour.
- Build self esteem and confidence in pupils, so that they can use these qualities.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (eg hiding books, threatening gestures).
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures.
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – homophobic taunts, graffiti, gestures.
- Verbal – name-calling, sarcasm, spreading rumours, teasing

Bullying will not be tolerated.

Procedure

Staff will be aware of signs and symptoms that may indicate a child is being bullied and will investigate if a child:

- Is unwilling to go to school (school phobic).
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Standards in school work start to fall.
- Comes home with clothes torn.
- Has possessions which are damaged or 'go missing'.
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and investigated.

If bullying should occur then the following steps will be followed:

- 1 Report bullying incidents to staff.
- 2 In cases of serious bullying, the incidents will be recorded by staff.
- 3 In serious cases parents should be informed and will be asked to come to a meeting to discuss the problem.
- 4 The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- 5 Support will be given to both the bully (bullies) to assist in recognising the behaviour, its impact and its outcomes.
- 6 Support will be given to the victim in order to move on.
- 7 The bully (bullies) will be asked to apologise. Other consequences may result.
- 8 The pupils will be reconciled.
- 9 Monitoring will continue in order to identify if further actions need to be put in place.
- 10 Should the problem not be resolved to our satisfaction support from outside agencies will be sought.

All racist and homophobic incidents **will** be reported to the Principal and recorded.

Conclusion

As a result of our proactive and positive approach to social education, we aim to ensure that children at Begbrook will develop the necessary skills and attitudes to be confident in building successful relationships with each other. They will be able to recognise acceptable and unacceptable behaviour. Through our caring ethos children will be confident to tell should they feel that they are experiencing or aware of bullying.

Support from parents and carers

We value very highly the significant support we receive from parents. Support from parents is vital if this policy is to succeed.

Parents are invited to discuss their child's behaviour with the class teacher at any mutually convenient time.

Concerns are always considered and investigated. If a mistake has been made we will rectify it as quickly as possible and apologise sincerely to the child. Equally, if the sanction is found to be correct we expect parents to accept this judgement and support the school.

Other Behaviours

Pupil's Conduct Outside the School Gates

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable." This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, eg offsite visits, residential visits, when representing the school
- Travelling to and from school,
- Misbehaviour when wearing school uniform
- Or any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.

Attendance

Staff are always ready to support parents who are struggling to bring their child into school. The school learning mentor is available to meet with any parent/carer who needs support and can offer support during the morning drop off.

Leave of absence – Under the Education (Pupil Registration) (England) (Amendment) Regulations 2013 a Principal MAY NOT authorise a leave of absence in term time for a holiday. A Principal MAY (at his or her own discretion) authorise absence for exceptional circumstances. An application for a leave of absence must be made in writing to the school.

If you take a leave of absence which is not authorised by the school you may be issued with a fixed penalty fine via the Education Investigation Service. A penalty fine can also be issued for unauthorised absence from school

Confiscation of Inappropriate Items:

The general power to discipline, enables a member of staff to confiscate or retain a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including;

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (incl lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules (eg mobile phones)

Where appropriate, items may be handed to the police. The Principal will decide whether it is appropriate to involve other outside agencies eg Social care Team.

Prejudicial remarks:

Any words or actions that cause offence to another person and are considered prejudicial by the offended person will be deemed as a prejudicial remark. In this case;

- The pupil will be taken to the Principal and a record of the incident is kept on CPOMS.
- The LA, councillors and parents are informed.
- In persistent cases, parents may be asked to discuss the matter with the principal and a referral made to police in line with the school Equality Policy.

Allegations of Abuse Against Staff/ Malicious Accusations Against Staff

All allegations of abuse will be taken seriously; the Chair of the Councillors and the CLF will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and CLF disciplinary measures will be followed where the allegation is found by the CLF to be true.

Where the allegation made by a child or parents is found to be false, the school/CLF will:

- Meet with the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (Eg Police if the child is 10yrs old and above)
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the councillors will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff.
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

Dealing with Inappropriate behaviour of parents, visitors and other adults in school:

Legal Duty (DMBC Law and Governance Department):

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Schools sit on land that belongs to the Local Authority, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Principal and CLF. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

Inappropriate behaviour:

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions of staff; eg refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- Being verbally aggressive, eg swearing, threatening or shouting at others on the premises, including other visitors to the site
- Being physically abusive, eg taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.
- Acting in a way that is perceived as intimidating towards a child, parent or member of school staff
- Use of inappropriate language anywhere on the school site or by the school entrances

How the school can respond:

1. Verbal warning – a senior member of the school staff can ask the person to stop behaving

inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.

2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.

3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.

4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Principal can ban the person from the premises.

5. Legal proceedings

a. Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school.

b. Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.

c. Criminal proceedings via the Crown Prosecution Service.

This policy has been agreed by the Principal and Chair of Council to enable the children, staff and parents at Begbrook Primary Academy to learn and work in a safe environment.

Reviewed and improved October 2005

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