

Behaviour Policy



Bearwood Primary and Nursery School

Updated: Autumn Term 2022

Review: Autumn 2023

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Behaviour Policy

At Bearwood Primary and Nursery school we believe that at the heart of effective teaching and learning is the quality of the relationship between the pupils and their teacher based on mutual respect.

As a school we adopt a Trauma Informed approach when supporting pupil behaviour. Therefore, this policy must be read in conjunction with the Relationship Policy.

The aims of this behaviour policy are to support the following outcomes

- To create a safe and calm environment where all children feel secure and happy
- To encourage all children to be self-disciplined and to have high expectations of themselves
- For pupils to take responsibility for their actions and maintain high levels of self-control
- To nurture high, personal self-esteem and to take pride in their school, achievements and environment
- To ensure behaviour demonstrates respect for all and recognises the value and contribution of others
- To promote fairness and to show care and concern towards others
- To develop skills and positive attitudes beyond the primary years in preparation for the next stage in education

Bearwood Learning Goals

At Bearwood Primary and Nursery School our pupils strive to meet the goals outlined below. These goals underpin the schools' values and this behaviour policy. All pupils will leave Bearwood as an; ***Independent Learner, Confident Communicator, Global Citizen and Ambitious Achiever***. These goals shape the culture, ethos and climate of the school.

Behaviour curriculum

Positive Behaviour should be taught to all pupils, so that they understand what behaviour is and what is prohibited. This requires positive reinforcement when expectations are met as well as support and encouragement with a clear and consistent approach. Bearwood is designing a Behaviour curriculum which is based on Trauma informed approach with relationships and self-regulating being at the heart. For pupils and staff to connect each week, thirty minutes will be dedicated to developing relationships and connections; this will be done through planned activities in 'Your time' which EYFS will join from the summer term.

Through assemblies, curriculum subjects and targeted support, pupils are taught the skills explicitly linked to the school's goals. These are age and stage appropriate to ensure that the right skills are always taught at the right time through direct teaching and modelling of expected behaviours.

Roles and responsibilities

All stakeholders play a part in creating a culture and ethos to meet the aims set out above. Only working together will achieve a calm and purposeful learning environment.

Governors

- The governing body must ensure that this policy is designed to promote good behaviour and used consistently.
- To hold senior leaders to account to ensure that there is a clear impact from the policy.
- Analyse and question exclusions data, including numbers and repeat exclusions.
- Consider consistent use of behaviour policy, register and coding, interventions to support those at risk of suspension/Permanent Exclusion, repeat suspensions, variation in data and rolling averages, timing of Permanent exclusion (and possibility of off-rolling), understanding characteristics of excluded pupils and use and effectiveness of Alternative provision.

Headteacher and Leadership

- Support all staff and pupils to reach the aims of this policy.
- Create a safe and nurturing culture across the school.
- Organise or deliver CPD to support the use of positive behaviour strategies.
- Be visible and the available person for staff, pupils and parents.
- Report behaviour data to governors.
- Forge links with relevant external partners.
- Support the SENCO with referrals to outside agencies.

Teachers and school staff:

- Create an 'outstanding learner' profile underpinned by the school learning goals.
- Create a safe and nurturing environment built on mutual respect.
- Report concerns to parents and SLT in a timely fashion and include the SENCO or pastoral team when needed.
- Organise and hold both formal and informal meetings with parents about behaviour.
- Be the emotionally available adult to support pupils in their class.
- Adhere to the behaviour policy when giving praise and issuing consequences.
- Log relevant behaviours on Bromcom and give rewards/consequences according to this policy.

Parents:

- Inform the school of any circumstance that may affect behaviour of their child.
- Support the school when praising or sanctioning their child.
- Speak to the teacher or a member of SLT if they are concerned about the behaviour of another pupil.
- To approach the school, rather than another parent, when concerned about the behaviour of their child.

Pupils:

- With the teacher create class a charter/rules underpinned by the school's learning goals.
- Adhere to the charter and accept their actions.
- Support their peers to reach the school's learning goals.
- Raise concerns or ideas about how to improve behaviour with the school council or their teacher.
- Transition around the school in a calm and purposeful manor (assembly, getting coats etc).

Praise at Bearwood:

We recognise that one of most important aspects of our learning environment is the recognition and positive rewards received as this encourages good behaviour. We acknowledge positive efforts and success by praising pupils and building mutual respect between staff and pupils and amongst peers. All praise and reward offered is linked to the Learning Goals (Appendix 2) and aims to encourage intrinsic motivation.

Praise sits in 3 broad areas at Bearwood: The whole school house point system, the individual house points and the whole class recognition board. These systems operate in Years 2-6 with EYFS and year 1 operating a more immediate gratification approach (see Appendix 1). Year one is expected to transition to this system with the judgement of the class teacher and in line with the needs of the cohort. All praise is focused on the Learning goals (see appendix 2) and can be in the form of; a house point, verbal praise, teacher or SLT certificate or a 'Marvellous Me' message to parents.

Whole School House Point system	All pupils are assigned a House from the start of their Bearwood Journey. House points are given for meeting the school learning goals from year 1-6 (see Appendix 2). At the end of each half term the winning house or the houses above 1000 house points will receive a reward which may include; a movie afternoon, non-school uniform day, a bring a toy afternoon or special picnic. A weekly tally of house points is shared with pupils in assembly.						
Individual house points	<p>Although pupil contribute to the team house reward. We recognise that individual effort needs recognition therefore pupils will receive merit certificates as below. These will be monitored by class teachers and shared in a half termly praise assembly. Teachers have autonomy in breaking down this system within their class if they wish. The pastoral team is available to support with this.</p> <table border="1" data-bbox="539 1088 930 1178"> <tr> <td data-bbox="539 1088 683 1133">Bronze</td> <td data-bbox="683 1088 818 1133">Silver</td> <td data-bbox="818 1088 930 1133">Gold</td> </tr> <tr> <td data-bbox="539 1133 683 1178">50</td> <td data-bbox="683 1133 818 1178">100</td> <td data-bbox="818 1133 930 1178">150</td> </tr> </table>	Bronze	Silver	Gold	50	100	150
Bronze	Silver	Gold					
50	100	150					
The recognition boards	The class will agree on a shared target/s linked to the learning goals. For example, a class may need to focus on following instructions. When this is observed by teacher the name will be added to the 'board'. When all names are added the 5-minute reward will be given. E,g extra trim trail time. The target, reward and length of target will be determined by the class.						

Strategies for supporting positive behaviour

All teaching and non-teaching staff respond to disruption of learning using a Trauma informed approach asking themselves 'What has caused this behaviour?' Staff must follow the below procedure for supporting positive behaviour and to aid pupils remaining in the right zone for learning. In addition, staff must report major incidents, e.g. persistent or malicious bullying, racial or sexual harassment, to the Senior Leadership Team the same day that it is discovered and log this on Bromcom and the Hamwic incident from.

Cases of child-on-child abuse, including sexual harassment, online sexual abuse and sexual violence are not tolerated. Please read this policy in conjunction with our safeguarding policy. This is considered exceptional and circumvents the classroom system below. Staff are committed to tackling persistent behavioural problems with the view that children need to be in class to learn. We recognise that behaviour is communication, and all staff will approach behaviour with the PACE model of: Playfulness, Acceptance, Curiosity and Empathy (see appendix 3).

Stages of behaviour management	Each lesson is a fresh start.
Verbal warning	Children are reminded of Learning Goals/charter and are supported to correct behaviour through discussion and dialogue as well as use of praise and PACE.
Moving place	If behaviour persists, children may be re seated and moved within the classroom for the duration of the lesson or until regulated
First yellow card The teacher to decide if 5 minute is to be made up at break due to the loss of learning.	<p>'Reflection time' in class up to 5 minutes / recorded on Bromcom. Each classroom to have reflection space set up. This may be linked to the Zones of Regulation.</p> <p>A child may be told:</p> <p><i>'You seem to be in the yellow zone, this is not the best zone for learning. Therefore, you will need to take 5 minutes to get ready for learning'.</i></p> <p>Or</p> <p><i>'You have not met the expectations of being an independent learner as you are talking to other pupils. Therefore, you have been given this yellow card to help you get back to the correct learning zone by taking time to reflect on what needs to change'.</i></p>
Second yellow card -a removal from class	'Reflection time' out in partner class for up to 10 minutes /recorded on Bromcom. Pupil to make up learning time in playtime and parent notified.
Red Card - a removal from class	Child sent to SLT- Incident to be recorded on Bromcom by class teacher or adults involved and parents notified. A red card can be issued without the escalation (see below).

Removal from class

Removal (red card) is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff (for time longer than ten minutes a member of SLT must be informed as this is categorised an internal exclusion. This is differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. As a school, we collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal.

The use of removal allows for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil. Parents are informed on the same day if their child has been removed from the classroom. Where this is over a ten-minute period then a letter will be sent to the parents as an internal exclusion.

Removal is distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to

regulate his or her emotions because of identified sensory overload as part of a planned response or kept in at break time for support with learning.

Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space.

Individual behaviour plan, ACE and SEND

When applying the behaviour policy, we consider the age, understanding, context and any additional needs of the pupils. This can include an EHCP, IEP or any other targeted support plan.

Equality of opportunity does not mean treating all children in the same way; in some situations, positive action may be needed, and this must not be construed as unfair. Children with emotional and behavioural needs or who have experienced Adverse Childhood Experiences may require an individualised support that may take the form of a behaviour plan. This will be drawn up by the SENCO alongside the class teacher and parents, and may involve support from external agencies. All staff are responsible for supporting any behaviour plan through applying the agreed strategies. See the SEND Policy for further information. Details of provision made for individual pupils is confidential and will not be discussed with other families.

Where a pupil's behaviour poses a risk to their own safety, or the safety of other children or adults, a risk assessment will be developed to identify and reduce these risks. Appropriate supportive measures will be taken to ensure the safety of all children and adults.

It is our aim that we identify and address the support through a personalised tailored intervention where we can give the pupils the toolkit of strategies, they require to overcome barriers. Through a regular cycle of reflect and review, we will support the pupil in class where possible, including the presence of a member of the Pastoral Care Team.

Where we identify that pupil behaviour and support is not improving, then we will consult with professionals at Longspee Outreach. Through observation, discussion, and pupil/parent/staff voice, specific targets and support are put in place to ensure that the need of the individual pupil is being met.

The lead person for liaison with most other agencies is the SENCo or DSL who liaises regularly with Early help and the Navigator; LA SEN team; Educational Psychology; Longspee Outreach and Health. The head teacher is the lead person for liaison in relation to Suspension and Exclusion; Child Protection/Safeguarding and Allegations against staff and racist incidents.

Internal Exclusion

As an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use exclusion to maintain the health and safety of all our community. This is in a small minority of cases and is used either in the case of extreme events or persistent misbehaviour when the child has not responded to other strategies employed.

Internal exclusion is considered as removal from a class of fixed period for more than ten minutes. This allows a child time to reflect upon their recent behaviour. Internal exclusion for longer than 10 minutes will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or a serious single incident. Parents will be informed appropriately about the behaviours relating to and the decision regarding to any internal exclusion. Work will be provided for the child to complete for the period of the internal exclusion.

A Fixed Term Suspension (formerly Exclusion)

Suspension is a final resort. This is considerably more severe than an internal suspension, where a child is asked to stay at home for an agreed period. Only the head teacher can suspend children externally. A child can be suspended for a maximum of 45 days in any school year. When deciding upon the fixed length of the suspension the head teacher will consider the incident, previous suspensions and all strategies used prior to the incident. Work will be provided for the suspended child to complete at home. The child is not permitted to be in public areas in school hours during the suspension.

At Bearwood Primary and Nursery School we use contact during suspension with daily pastoral contact on return, personalised rewards and positive report cards, ensuring children are helped to catch up on what they've missed. This may also include mentoring and regular parental communication as measures for successful reintegration.

Following a fixed term suspension, there will be a reintegration meeting involving the school, child and parent/carer(s). The purpose of the meeting is to work in partnership with the school and families, in order to assist the pupil with their improvement.

Specific behavioural targets will be set for the pupil and agreed with the Parent/Carer and captured through a review of the child's individual behaviour plan (IBP) or the need to capture individual needs via a new IBP.

Suspensions are at the discretion of the head teacher, and they can exclude a child for the reasons listed below although this list is not exhaustive and there may be other situations where the head teacher makes a professional judgement that a suspension is the appropriate sanction:

- A serious violent act towards other children
- A serious violent act towards a member of staff
- Posing a serious threat to others
- Consistently disrupting learning, despite interventions put in place
- Consistently ignoring instructions by adults and therefore making it impossible to return to class
- Repeated acts of aggression toward other pupils
- Repeated acts of bullying towards another child/ren including acts of racism and homophobia
- Theft
- Damage to property
- Indecent behaviour
- Leaving the classroom or school building without permission

If fixed term suspension fails to modify a child's behaviour, the school will work with outside agencies to support the child being given a fresh start in a new school, via a managed move, to avoid a permanent suspension. Parents will be contacted and informed in writing about the behaviours relating to and the decision regarding to any suspension.

The Governors will review promptly all permanent exclusions from the school and all fixed term suspensions. This will be reported on in the head teacher's report to Governors.

Adapted timetables

Pupils of compulsory school age are entitled to a full-time education, adapted timetables are only used in exceptional circumstances, for predetermined period of time, stating when they're expected to return to school full time. We believe that adapted timetables should only be used as a pastoral measure towards full time education and should be time limited.

An adapted timetable means an agreement made with the pupil, parent or carer, where the Local Authority and Hamwic Education Trust are informed. The number of hours spent in education is reduced for a time-limited period of generally no more than six-eight weeks depending on the individual pupil. Weekly reviews will be in place to monitor the impact and aim towards increasing the provision to work towards a full-time timetable.

Offsite direction

Alternative Provision should be based on children's needs in order to improve behaviour. It should only be used where outreach and in-school provision has been unsuccessful or in the best interests of the pupil. The school is responsible for making sure the Alternative Provision is safe and of high quality by communicating regularly with the parents, child and alternative setting. A drawn-up plan for Alternative Provision is needed which shares the rationale, time scale and expected outcome.

The Governing Body must monitor the Alternative Provision pupils are placed in and keep these under review at meetings to which parents are invited. Meeting may also include other agencies, e.g. CAMHS

A managed move is used to initiate a permanent transfer to another school.

Managed moves should be

- voluntary and agreed by all parties
- in the pupils' best interests
- in consultation with the LA if an EHCP is in place
- a planned intervention, showing the other steps that have been taken prior to exploring a move
- preceded by information sharing between new and current school, including attainment data, academic potential, a risk assessment and effective risk management strategies, an effective integration strategy

As a school, we explore managed moves within the Hamwic Education Trust schools first and then engage with the Local Authority if Trust schools cannot or do not provide the best interest for the child.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend the school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Bullying (including online)

The Anti bullying alliance define bullying as a repetitive and intentional behaviour with the view to cause emotional or physical harm to a person or group. Bearwood Primary and Nursery School has a separate Anti bullying policy that can be found via the school website or school office, and this should be read alongside the school's behaviour policy.

Use of reasonable force

The use of reasonable force or positive handling is a used as last resort; the more effective strategy is to use PACE in the first instance. However, all members of school staff can exercise their right to use reasonable force. Department for Education Guidance (2013) explains that *the term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils*. In some exceptional circumstances members of staff may need to exercise their legal obligation to ensure that all pupils are safe. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Positive handling refers to a graduated approach that moves towards the control of extreme behaviour by adopting the least intrusive intervention for the shortest period to achieve the aim. It is one of the most efficient methods of training on how to support a pupil whilst protecting them and remaining compliant with legislation. Currently have four members of staff who are SecuriCare trained which is renewed every 3 years, we aim to use these members of staff if positive handling or reasonable force is needed, and they will be added to any linked risk assessment.

Searching and confiscation

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. School staff can seize any prohibited item as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. A list of prohibited items can be found in the [DfE guidance searching, screening and confiscation](#).

School trips

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our behaviour policy and would become a health and safety risk. The pupil will be offered an alternative classroom in which to learn for the time in which the trip is taking place. This decision will be made by a member of the school Senior Leadership Team and the parents/carers will be informed five days before the trip or activity if there are concerns regarding behaviour. Where possible, where the risk is deemed high, we will work with the family to enable them to support the pupil as a 1:1 and to follow a thorough risk assessment.

Playground/lunch time expectations:

In the playground we have the same high expectations of behaviour that we do in the classroom. Pupils will be supervised by members of the school's lunch time team. They will support children through the same PACE strategies used in the classroom. However, we accept that children will still need reminders and consequences to ensure calm and purposeful break time.

Action	Explanation
Warning	The member of staff reminds the pupil of the school learning goals and behaviour expectations
Yellow card-	Changing game or moving to another area of the playground
Second Yellow card	Time out- up to 10 minutes in the time out zone or with the adult issuing the time out – <i>The class teacher must be informed</i>
Red card	Send to a member of SLT –this may include physical violence, swearing, racism or homophobic behaviour

Monitoring and Evaluation of behaviour

The senior leadership team monitors behaviour on a regular basis by communicating with class teachers and other staff, carrying out observations and learning walks and analysing behaviour events. Evaluations of behaviour events are also carried out termly, in order to adapt practice where necessary. This monitoring and evaluation ensures that the graduated response has been followed, that school and home, work together to support behaviour and understand patterns of behaviour. A breakdown of logged behaviour incidents will be provided to the governors on termly basis.

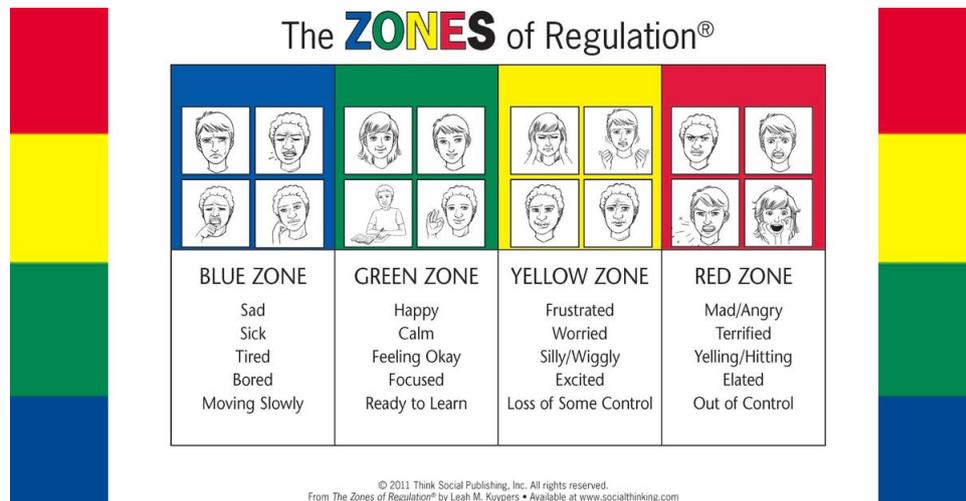
Appendix 1

EYFS and Year 1:

For our youngest children we believe that they respond to praise and immediate gratification. This may take the form of sticker, verbal feedback or seeing another school adult to reinforce that they have meet the school learning goals. In year one it is the teacher's discretion as to whether the pupils use the more formal and systematic approach to praise outline in this policy or the more immediate approach adapted by EYFS.

Refection time and warnings:

Pupils in EYFS and year 1 are still learning how to behave and what constitutes good learning. The learning goals help guide this for school. If expectations are not being met according to the learning goals or classroom charter/rules pupils will need support. In EYFS and year 1 pupils will receive reminders about expectations. The language of Emotions and the Zones of Regulation (see below) will be used to help children stay in the learning 'zone'. For example, *'your behaviour shows me that you are in the Yellow Zone, what do you need to do get back to the green?'* or *'can you show me what emotion you are feeling?'* At times pupils will need to spend time in the refection space in class. This is never alone and always with dialog with the teacher or LSA. If refection time is used for child more than three times in a week, it must be logged on Bromcom as behaviour incident and parent must be notified.



Appendix 2:

See below reasons for praise based on the schools' learning goals.

Learning Goal	Reason for Praise
Independent Learner	Solving problems, asking questions, being reflective, being self-motivated, being organised and taking personal pride in learning.
Confident Communicator	Sharing ideas, working collaboratively, explaining, understanding, questioning, justifying, reflecting and predicting.
Global Citizen	Respect, kindness, empathy, generosity, looking after the environment, tolerance, understanding of others and making the school a better place to be.
Ambitious Achiever	Setting and achieving goals, self-challenging, showing ambition, love of learning, being aspirational.

Appendix 3:



Playfulness

- Playfulness in interactions can diffuse conflict and promote connection
e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud.)



Empathy

- Really connecting with how they are feeling and showing compassion