



# BEHAVIOUR POLICY

**September 2022**

Version	Sept 2022		
Policy Adopted By:	Bramingham Primary School Full Governing Body		
Policy Sign off by (Print Name)	Barbara Robinson Chair of Governors	Signature:	B Robinson
Date Ratified:	29.09.22		
Review date:	September 2023 Any addendum to this policy will be shared with the full governing board.		

At Bramingham, we believe that 'Every Individual, every achievement and every moment matters'. We aim to give every child the understanding they need. We will always think about the reasons **why** a child is behaving in the manner they are choosing to behave.

Staff are provided with a wide range of strategies for dealing with unsociable or unacceptable behaviour, and as can be seen from this policy, children are given 'chances' to improve on any negative behaviour, and many opportunities to be praised for positive behaviour and therefore act as role models to their peers. We aim to listen and be fair and we can only do this if we treat each child as the individual they are.

## **Aims**

We believe that: -

- learning to live and work together in the school community is an important preparation for responsible citizenship. There is respect for people and property.
- considerate behaviour and courtesy to others are essential skills that all members of our school community need to show. All members should maintain high standards of behaviour that reflect our school values
- all members of the school should value the efforts and achievements of others
- it is important to strive for a positive relationship and good communication between home and school
- it is important to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

We believe for the above aims to be achieved, all members of the community need to understand the aims, and achieve these by following the objectives, goals and procedures set out in this policy.

## **Roles and Responsibilities**

### **The governing body**

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Co-Headteachers
- Monitoring the policy's effectiveness
- Holding the Co-Headteachers to account for its implementation

### **The Co-Headteachers**

The Co-Headteachers are responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy

- The Co-Headteachers have overall pastoral responsibility for both children and staff. Every effort will be made by them to develop awareness and take an interest in individual strengths and areas for development, personalities and friendships within the school community.
- The Co-Headteachers take the lead in defining the aims of the school in relation to standards of behaviour.
- The Co-Headteachers ensure that these standards are consistently applied throughout the school by regular monitoring and liaising with relevant staff members as appropriate.
- The Co-Headteachers have an important role in modelling the types of behaviour encouraged by school policy to both staff and pupils.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with unacceptable behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **Role of all Other Staff**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils. School rules will be applied consistently by all members of staff, but there must be flexibility in the use of sanctions and strategies to take into account individual needs and circumstances.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMs
- Challenging pupils to meet the school's expectations

Staff will recognise and praise good behaviour as well as dealing with unwanted behaviour.

Staff will work towards achieving a whole school approach to promoting good behaviour.

Staff will recognise that Personal, Social, Health Education (PSHE) is important as a means of promoting the values of mutual respect, self-discipline and social responsibility, which underline good behaviour. We are a VBE school (Values Based Education) and we focus on a different value each month and this is embedded through the curriculum.

Sanctions should make the distinction between minor and more serious misbehaviour clear to children and should be fairly and consistently applied.

Staff will ensure that all children involved in any incident will have the opportunity to explain their point of view with the knowledge and understanding that they will be listened to.

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

### **Role of Parents**

It is important that we build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues. In order to understand the ethos and philosophy of the school, parents are encouraged to attend formal parents' evenings (either remotely or on site) and other school functions. Parents will be expected to attend any meetings arranged with staff in order to show children that staff and parents are working together.

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour. It is vital that the school is notified of any changes in home circumstances that may result in changes in their child's behaviour. Relevant staff will then be informed and be able to monitor any changes in behaviour. (A child may become withdrawn, sulky, appearing to not care about work, bad tempered or upset...even over relatively 'small' incidences such as the death of a pet).
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture. During sporting events or visits outside of school, it is particularly important for parents accompanying children or supporting children at events to promote good behaviour and set a good example. It is important that parents and visitors to the school adhere to the Code of Conduct (appendix 2). Any parent breaking the Code of Conduct will be spoken to by the Co-Headteachers or Chair of Governors.

### **Role of Children**

We share our high behaviour expectations through modelling, reminders and our curriculum, particularly through our Values. Children will know:

- The expected standard of behaviour they should be displaying at school. Children will be supported to develop an understanding of the school's behaviour policy and wider culture.
- That they have a duty to follow the behaviour policy. Children will be supported to meet the behaviour standards and will be provided with support and interventions wherever appropriate.
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Children will understand that they are responsible for the actions that they may choose to take in any given situation.
- Children will understand the importance of sharing worries and fears with somebody...and that this person could be a parent, guardian, favourite member of staff or friend...and that the person will 'know what to do next'.
- Children will contribute to a set of class rules when they move into their new classes.

## **Our Strategies for Promoting Positive Behaviour**

All children from Early Years to Year 6, may gain stickers and / or epraise points for very good work, extra effort, and demonstrating values such as consideration, politeness etc. The epraise points will be counted on an individual basis for children to select a reward from the epraise shop, once they have accumulated enough epraise points.

Children will be members of a house team - Spring, Summer, Autumn or Winter. Their points will also count towards the house system

There are also class awards for Best Class Attendance, Class of the Week and Best Kept Class. Each week, the Co-Headteachers will also award the Co- Headteachers' Award. This will be for any outstanding achievement, not necessarily academic achievement.

Every Friday, there will be a whole school Celebration assembly. In the assembly, the Co-Headteachers will reveal:

- the child with the most epraise points in each year group in that week. The child with the most points will be invited to a Top Table lunch with members from SLT. A special note is given to the child to take home to share with their parents. Top table is for children who have been awarded the most epraise points in the year group for that week. Photos are displayed on a board near the school entrance.
- the Best Attendance of the week – the class will receive a trophy that they display in their classroom for the week
- the Best Kept Class – this is decided by our Premises Team and the class will receive a trophy that they display in their classroom for the week. Each child in the class is awarded 10 epraise points too.
- the class with the most epraise points in that week are invited to sit on the bench for the assemblies for the week and they receive the Class of the Week trophy to display in their classroom for the week
- the House group that has the most points in that week- the house colour ribbons will be tied on the trophy and displayed in the entrance hall each week

- the child that will receive the Co-Headteachers' Award – the child will receive 50 epraise points, a trophy and a certificate

## **Epraise points**

Epraise points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include particularly good work, displaying good manners, displaying a caring attitude towards others, putting in extra special effort for homework or other activities.

Epraise points are intended to promote positive expectations, helping to focus on positive rather than negative behaviour, e.g. if a child is continuing to stay on task when a partner is trying to distract them, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

Epraise points can be awarded by any staff member to any child at any time. Staff will use epraise points to reward and reinforce positive behaviour as it occurs. When awarding the epraise point the member of staff should reinforce the value and good behaviour. e.g. 'You can have an epraise point for waiting so patiently'.

Once awarded an epraise point(s), it cannot be deducted,

## **Other Rewards**

### Stickers and Certificates

Staff have a wide range of stickers and certificates and are positively encouraged to hand them out to individuals for a variety of reasons.

### Child of the Week

Within each class, every week, a child is chosen to be awarded the title of Rabbit of the Week, Dove of the Week, Wren of the Week etc. This would be given to a child who has worked particularly hard/put in a lot of effort, over the week. It is acceptable for a boy and/or a girl to be chosen each week if the teacher wishes to do this. The child will get 10 epraise points.

### Fab Writer and Mathemagician

Fab Writer and Mathemagician awards are awarded weekly to a child who a teacher feels has made excellent progress or shown excellent effort in English or Maths lessons. The child will also get 10 epraise points.

### DoodleMaths

Top Doodler (Badge and certificate) - Each week one child in each class/maths group is awarded Top Doodler. The teacher uses a variety of reasons to decide who to award this to, e.g. Most stars in a week, improvement in Doodle age, answers to additional extras. A trophy, a badge and a certificate are awarded for the week to the Top Doodler of the week. Names are listed on the Top Doodler board. The child will also get 5 epraise points.

### Class Doodle award

The three classes/ maths groups with the most stars are given. Certificates are then placed on the classroom door. The same is done for DoodleTables.

## **Additional Strategies Available for Staff Use**

- Recognise children's non-academic achievements and encourage them to be proud of their strengths in other areas.
- Take full account of the implications of pupil behaviour when reviewing grouping arrangements for various lessons or activities.
- Encourage active participation from children in shaping and reviewing the school's rules.
- Pay attention to furniture layout to minimise disruption.
- Be enthusiastic and use humour to create a positive, well-disciplined classroom.
- Continually observe class behaviour and 'nip in the bud' any disruptive element.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Explain rules for classroom behaviour regularly and clearly to children, and state why they are necessary.
- Be fair and consistent
- Offer children with particularly challenging behaviour, strategies to develop more positive behaviour patterns - social skills work may be undertaken.
- Have the flexibility to set own class rules with the children.
- Be positive about good behaviour in and around the school, praising good behaviour in front of children who may be displaying less desirable behaviour.

When supply staff are in school, a member of staff will take responsibility for making sure the school procedures are clearly understood. In the absence of the parallel teacher, the deputy or School Business Manager will talk to the supply teacher. Teaching assistants in the class, will ensure usual expectations are set and met. They will inform a member of SLT or send a note if this is not the case. The member of SLT will intervene to ensure high behaviour expectations remain and the policy is adhered to. The supply agency will be contacted.

## **School Behaviour Curriculum**

Through our PSHE curriculum, Standards and Expectations assembly, Celebration assembly and Values work, we teach children to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### **Classroom management**

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which includes:
- Greeting pupils in the morning/at the start of lessons – this includes members of SLT who will regularly greet at the gates in the morning and at the end of the day
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### **Safeguarding**

- We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Pupils with Special Education Needs and Disabilities**

- We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). Staff acknowledge the need to arrange for assessment of children with emotional and behavioural difficulties at the earliest stage, so that their needs can be met and that educational opportunities for other pupils are not endangered.
- When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))



- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and we will co-operate with the local authority and other bodies
- As part of meeting these duties, we will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. We will have individual behaviour plans for children with specific needs, which outline possible triggers and strategies. Strategies may include:
  - Short planned movement breaks for a pupil who finds it difficult to sit for long
  - Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
  - Adjusting uniform for a pupil with sensory issues
  - Training for staff in understanding needs such as autism or ADHD
  - Use of separation spaces (sensory room) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave differently due to their particular SEND?

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

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

Where necessary, support and advice will also be sought from 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.

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

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

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

### **Role of Outside Agencies**

Staff acknowledge the need to liaise, when necessary, with external agencies such as the Lantern

Provision (North Area Behaviour Provision), School Educational Psychologist, Special Educational Needs Team, Edwin Lobo Centre, CAMHs and the School Nurse, for advice on dealing with persistent behaviour challenges.

We will use opportunities whenever available to promote good relationships with the police and to promote the development of school-police liaison projects.

### **Our Strategies for Dealing with Undesirable Behaviour**

Examples of misbehaviour may include:

- Disruption in lessons, around the school and at play and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- An incident of intentional upset towards others

Examples of serious misbehaviour may include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual comments, inappropriate touching
- Online harassment (including on social media), sharing inappropriate images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (see below for confiscation of prohibited items)

Staff deal with minor misdemeanours in the first instance. There may be occasions when statements are taken and parents informed. These statements will be kept by the class teacher for the year. Incidences and actions will be recorded on CPOMs by the member of staff who is dealing with the incident. Sanctions will be appropriate to the action e.g. for lunchtime / playtime behaviour, a child may miss some of their lunchtime/ playtime.

For continuing bad behaviour or incidences of a more serious nature, non-accidental injury, bullying, racism, swearing, staff will send the child to Key Stage 1 Lead or Key Stage 2 Lead. Further statements may be taken and these are kept by the Key Stage Leads. The class teacher or Key Stage Lead will inform the children's parents of the incident and of the action taken. The Key Stage Lead will record the incident and actions on CPOMs.

When incidences of a serious nature have occurred, the children will be interviewed and statements will be taken. Children will be required to sign the statements as a correct record of events. These statements will be filed. The Assistant Head/ Deputy and Head will be involved. The behaviour will be logged onto CPOMs.

Children who persistently display undesirable behaviour or attitudes may be sent to SLT who will adopt the above procedures. At this stage parents will be formally involved in working with the school to improve the situation.

Children displaying undesirable behaviour at any stage may be put on a home/school liaison/report card. This will require a conversation with the parents to explain what is involved. This will be at Key Stage Lead level initially. The senior leadership team are kept informed as to who these children are.

It may be necessary from time to time for the Co-Headteachers or SLT to deal with an incident directly

Parents will be kept informed about their child's behaviour and may be seen by either the class teacher, key stage co-ordinator, SLT or the Co-Headteachers or more than one of the above.

See Appendix 3 for Flowchart of Procedures when dealing with undesirable behaviour

### **Responding to misbehaviour**

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. The sanction applied will be appropriate to the time and place in which the original misdemeanour occurred.

A sanction must be reasonable. In determining whether a sanction is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is illegal in all circumstances.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class to work in the bay with supervision
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Staying in at play or lunchtime under supervision
- Apologising either verbally or in writing, whichever is deemed most appropriate

- Tasks to assist the school in any reasonable way e.g.: making good minor damage
- Loss of privileges – for instance, the loss of a prized responsibility, occasionally missing out on a liked activity (clubs) - not curriculum time
- Using a restorative justice process which enables an offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process
- Referring the pupil to a senior member of staff
- Phone call home or meeting with parents
- Setting up a report card between home and school
- Removal of the pupil from the classroom
- Internal seclusion can be used to diffuse situations that occur in school that require a pupil to be removed from class but may not require exclusion from the school premises. The seclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods.
- A managed move - if the school feels that we have exhausted all possible strategies and interventions to manage the behaviour of a particular pupil, the school may ask another school to take over his/her education. This should only be done with the full knowledge and cooperation of all parties involved, including the parents and the LA, and in circumstances where it is in the best interests of the pupil concerned. Parents should never be pressed into removing their child from school under threat of permanent exclusion, nor should pupils be deleted from the school roll to encourage them to find another school place.
- Following a referral, a period of time spent at our neighbourhood behaviour provision
- Suspension
- Permanent exclusions, in the most serious of circumstances.

### **Removal from classroom**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff, who have received training, will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff. Parents will be informed on the same day that their child is removed from the classroom. A meeting will take place with parents and the length of time out of class will depend on the incident. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Co-Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMs.

## Suspensions/ Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Co-Headteachers. See Suspension and Permanent Exclusion Policy and Appendix 4 for the DFE's Guidance on Suspensions and Permanent Exclusions (September 2022)

## Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

All allegations, whether considered low-level or serious, will be investigated thoroughly and impartially, and all parties will be involved.

We will support children by: -

- Identifying a member of staff with whom the victim can talk
- Encouraging the victim to identify the perpetrator
- Finding out what happened and taking steps to avoid similar situations in the future
- Interviewing pupils involved and obtaining written statements where necessary
- Maintaining close supervision letting the perpetrator(s) know that this is happening and applying sanctions if further intimidation occurs
- Involving parents of the victim and perpetrator as appropriate

### **What do you do if you as a parent are concerned about bullying?**

Talk to your child's class teacher. If you are not satisfied, make an appointment to meet with the relevant Key Stage Lead. Meet with them regularly and work to resolve the matter.

If you are dissatisfied with the outcome, then you should make an appointment to meet with a member of SLT. If you are still dissatisfied, make an appointment to meet with the Co-Headteachers.

There may be occasions when you could find your child involved in cyber bullying. Although this could be happening at home, we would like to be informed so we can measure how successful our policies on e-safety are.

### **What staff do to help limit bullying and its effects**

Staff have an understanding that if a child feels they are being bullied then it needs to be investigated as such. It is the child's perception that they are being bullied that is of most importance. As staff, we may wish to change that perception. However, at the time it is shared, to the child it remains bullying.

Part of schoolwork on Personal, Social, Citizenship, and Health Education covers aspects of bullying. Children in every year group will have planned lessons on bullying: what it is and how it can be prevented, and what to do if they are bullied. As part of the Network of Support work, each child identifies key people to talk to, including Childline. On epraise, there is also a 'Talk To Me' function, where children can share any worries or concerns.

Staff will take a report of bullying as serious and let the child know this. It will not be seen as 'telling tales'.

### **Off-site misbehaviour**

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

### **Online misbehaviour**

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Co-Headteachers or a member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report



- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

We will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.

### **Confiscation of Prohibited Items**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. We will follow the DFE Guidance on Searching, Screening and Confiscation (July 2022). See Appendix 5.

**Power to search without consent** for "prohibited items" including:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the Co-Headteachers, or by the Co-Headteachers themselves. Searches must be carried out by two members of staff, one who is acting as a witness.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Co-Headteachers, 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 co-operate, the member of staff will contact the Co-Headteachers/ designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

### **Searching pupils' possessions**

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

- Drawer
- 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 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.

### **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
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Malicious Allegations**

Allegations of abuse will be taken seriously, and the Co-Headteachers will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. The Co-Headteachers will follow the school's safeguarding policy.

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy

### **Reasonable force**

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

## **Staff Training**

- The Co-Headteachers should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. Staff will have the opportunity to learn effective methods and strategies from one another, through observations, videos and in-service training.
- As part of their induction process, staff are provided with training on managing behaviour.

## **Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Assistant Head.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

## **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the Co-Headteachers and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Co-Headteachers and governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the School Improvement Committee annually.

### **GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES**

#### **Rationale and Purpose**

This Governors' statement of principles has been produced in response to the Education and Inspections Act 2006 and DfE guidance. All schools are required to have a set of agreed Governors' principles, which guide the Headteacher when determining measures to promote good behaviour. They also underpin the school's behaviour policy, which is finally decided on by the Governors.

The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation and wish to promote an environment which aims to eliminate all forms of discrimination, harassment and bullying, and promotes the welfare of children and staff.

The policy should take particular account of the needs of vulnerable children and should comply with guidance and statutory requirements regarding equality of treatment and avoidance of unfair discrimination.

The governing body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a safe, caring, inclusive learning environment in the school. This can be achieved by the following principles, not practice:

- promoting high standards of positive behaviour
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect where everyone feels valued and listened to
- ensuring fairness of treatment for all
- encouraging accountability for actions
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures

The Governors consider that rewards exist to encourage positive behaviour, enable children to understand the balance between rights and responsibilities and increase personal responsibility for their behaviour. Sanctions are used to enable children to reflect on and learn from situations so that children learn what is acceptable and unacceptable behaviour. They should be applied lawfully, reasonably and proportionately. The Governors feel that exclusions, particularly those that are permanent, must only be used as the very last resort.

The Governors recognise that the application of rewards and sanctions must have regard to the individual situation and the individual child, and the Co-Headteachers are expected to use their discretion in their use. In any situation where facts are in dispute, the Governors have determined that the standard of proof used by both the Co-Headteachers and themselves will be that of the balance of probabilities.

The Governors will keep this statement of principles under review by considering it annually at a meeting of the full Governing Body.

The Co-Headteachers will bring the school's behaviour policy to the attention of children, parents and staff at least once a year.

# **CODE OF CONDUCT**

The Governors at Bramingham Primary School expect all staff, parents and visitors to be civil and respectful towards those with whom they have dealings, whether in giving advice, or seeking guidance. In particular, the governing body would wish all those on the premises to conduct themselves in a professional manner and to discuss matters relating to either education or the school with understanding, tolerance and confidentiality when appropriate.

It is expected that anyone who has a concern about, or grievance with another person, in connection with the educational activities of the school, refer the matter in the first instance to the Co-Headteachers. If the matter is not resolved to the satisfaction of the complainant, then a further referral may be made to the Chair of Governors who will carry out an investigation to ensure the correct process has been followed.

The governing body does not accept that anyone has the right to show threatening or disrespectful behaviour to another person. Persons who are found to be unable or unwilling to comply with the standards of proper conduct as set out above will be subject either to disciplinary action or will be required to leave the premises. The school, with the full consent of the governors, will not hesitate to involve the police should anyone undertake an action that is considered to be of a criminal nature.

This Code of Conduct will be made available to all parents in their School Booklet and on our website. Staff will be required to sign that they have read it on an annual basis.

### Appendix 3

#### Flow chart to show the usual sequence for dealing with undesirable behaviour

A member of staff deals with a first incidence and details are reported to class teacher if this happens to be a different member of staff. The member of staff who witnessed and is dealing with the incident records it on CPOMs. Depending on the incident, the class teacher will contact and inform the parents.



If negative behaviour does not stop and learning is affected parents are informed and behaviour is closely monitored. Other behaviour strategies will be introduced. This will be recorded on CPOMs.



If behaviour persists and is more serious Key Stage Leads will become involved and will involve parents. Concerns will be shared and appropriate consequences will be put into place. Report cards could be introduced to monitor behaviour. This will be recorded on CPOMs.



If the behaviour is extreme the process is escalated to this point and the child or group of children will be seen by SLT. This will involve parents. This will be recorded on CPOMs.



When the behaviour is such that previous measures have been ineffective or the actions could lead to suspension/ exclusion the Co-Headteachers look into the matter. The circumstances may warrant the Co-Headteachers taking over the investigation once fully informed. Parents will be informed. This will be recorded on CPOMs.

There will be times when this sequence is not followed. This will often be when children with SEND are involved. The SENCo, Assistant Head or Co-Headteachers will often be involved as they are most likely to have the best understanding and knowledge of the individual child. Parents will be very closely involved, and sanctions selected will be those discussed with parents as having the greatest influence on a child's behaviour and enabling them to learn from the sanction.



# Department for Education

Statutory guidance

School suspensions and permanent exclusions

Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units.

<https://www.gov.uk/government/publications/school-exclusion>





Department  
for Education

## Searching, Screening and Confiscation Advice for schools July 2022

This publication is intended to explain the screening, searching and confiscating powers the school has, ensuring that the Co-Headteachers and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work. This publication also provides advice to headteachers and staff on their related legal duties when it comes to these powers. It also includes statutory guidance which schools must have regard to.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).