



BEHAVIOUR POLICY

March 2024

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Policy Adopted By:	Bramingham Primary School Full Governing Body		
Policy Sign off by (Print Name)	Phil Turner Chair of Governors	Signature:	P Turner 
Date Ratified:	March 24		
Review date:	March 2026 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'. Bramingham Primary School aims to ensure exemplary behaviour and mutual respect at all times between all children. We recognise that all behaviour is communication and that children's emotional health and well-being, and their physical safety and well-being are necessary components of appropriate behaviour. If children feel valued, heard, respected and safe; if they are challenged educationally and love learning; if they feel part of the community and that they are cared for, then instances of poor behaviour are rare. Such considerations are the foundation of our behaviour policy.

- Classroom environments are calm, positive, secure places in which all members of the school community feel valued and safe and can learn without disruption.
- Safe spaces, (like our sensory room) provide refuge and calm for children if dysregulated.
- Positive relationships between staff and pupils creates an open culture where pupils feel confident to discuss any issues and concerns, knowing that they will be listened to and taken seriously.
- All incidents of inappropriate behaviour or bullying are dealt with immediately.
- Pupils have a clear understanding of how their actions affect others. They are clear about the part they can play to consistently make correct choices.
- Pupils are encouraged to think and reflect on their choices and behaviour through our Values-based approach.
- The school curriculum provides for a deep and real understanding of the religious beliefs and culture of others and opportunities to tackle issues through PSHE, RE and assemblies, as well as addressing issues as they arise. We understand our role in teaching children about the differences between fact, opinion, religious beliefs, and the law.
- Pupils and the whole school community are encouraged to report instance of poor behaviour.

1. Our behaviour: Vision and Aims

1. We make good choices and we think before we act.
2. We aim to do our very best every time.
3. We look after our own, others' and the school's property.
4. We keep ourselves and others safe by walking quietly inside the school building.
5. We behave appropriately at play times and are respectful to everyone we come into contact with.
6. We are always polite and have good manners.
7. We are friendly, kind, share and take turns.
8. We work together respectfully and thoughtfully to solve problems.
9. We respect the rights of others to their own opinions, culture and beliefs and demonstrate this through our words and actions.
10. We learn from our mistakes.

2. Positive Behaviour Strategies

1. Be respectful to all your peers and adults.
2. Be in the right place, at the right time, doing the right thing.
3. When lining up, please do so quietly and sensibly.
4. Move quietly around school.
5. Try your very best in every lesson, even when it is challenging.
6. Have high expectations of yourself and your work.
7. Please work without distracting other people.
8. Keep all areas of the school tidy.
9. Always look after your own, the school's and other people's belongings.
10. Always say please and thank you.
11. Be good friends to each other: play safely and fairly, making sure no one is left out.
12. Never hurt anyone with your actions or words.
13. Use everyone's given name. Name calling can be very upsetting.

14. Use playground equipment correctly and follow the instructions.
15. If there is a problem, talk about it and if it cannot be solved, ask an adult for help.
16. During wet play, stay in classrooms and behave sensibly.
17. Ask permission to go to the bathroom, but ideally go at playtime and lunchtime.

Incentives and Rewards

At Bramingham we want children to do the right thing because it is the right thing to do. However, we also use incentives and rewards to consistently promote good behaviour, raise self-esteem and celebrate outstanding work. We do this through our epraise rewards tariff that can be viewed on our website under the epraise section. These achievements are celebrated either within class at the end of each week or in our whole school Celebration Assembly.

Special recognition

If children impress their teacher or teaching assistants with excellent effort, behaviour, or work in lessons then they may be asked to show their work to the Senior Leadership Team as a celebration. Any member of staff can also nominate a child for the prestigious Co-Headteachers' Award that is given out weekly in our Celebration Assembly.

3. Sanctions

At Bramingham, we celebrate our differences and 'every individual'. Consequences for inappropriate choices, alongside an opportunity to 'put things right', are consistently applied through values-based approach to behaviour. (See Appendix 1)

Guiding principles:

Some children may need support to adjust to school life. These children are supported through mentoring, consistent expectations and where deemed necessary, individual behaviour plans.

- *Everyone* makes mistakes and *everyone* deserves the chance to make amends.
- In every instance, disapproval is directed at the behaviour, not the child.
- Children are reminded of consequences and given the opportunity to put things right.
- Every day is a fresh start.
- Restorative justice, accountability and reflection are our guiding principles.

Adults support pupils to make appropriate correct choices by:

- Providing interesting and engaging learning opportunities.
- Providing learning opportunities which are appropriately challenging.
- Giving clear instructions and explanations.
- Giving clear reminders of expectations.
- Praising and re-affirming positive behaviour choices.
- Recognising and rewarding good behaviour.
- Adapting the learning environment where necessary.
- Clarifying behaviour details with the child to support reflection.
- Providing individual behaviour plans for children where necessary.
- Open, honest, and timely communication with parents and carers.

Senior Leadership will support teachers and pupils by:

- Being available to support with serious behaviour incidents.
- Providing advice and support as needed for class teachers and support staff.
- Regularly communicating with class teachers about behaviour concerns.
- Communicating with parents and carers when necessary.

4. Monitoring and Reporting

All behaviour is monitored on a half termly basis by SLT. This enables any trends in behaviour to be identified and supportive measures to be put in place. Where deemed necessary, parents will be contacted to discuss matters further. A child's developing trends of concerning and challenging behaviour are recorded on CPOMS to enable further support, family engagement and early help through our universal offer. The Senior Leadership and Family Workers review CPOMS logs daily and will meet to agree actions and next steps to address the concerns logged pertaining to a child's behaviour.

5. Mentoring and Pastoral Care

Our Family Workers regularly mentor children who need a little extra care and support to make the right choices. They may become involved if there are:

- Behaviour concerns
 - Friendship issues
 - Parental request
 - Child request
 - Social care request or intervention
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- Mentoring programmes are planned according to the needs of the child.
 - Mentoring records are maintained and monitored to measure impact.
 - Mentoring may take the form of informal chats, playing board games, artwork, social skills activities, emotional regulation activities and PE activities.
 - Occasionally it may be decided that children would benefit from support from an external provider such as an art or play therapist to support their behaviour aims. In such instances, parents would be contacted beforehand to discuss.

6. Parental Support

Parental support is essential in securing high standards of behaviour for our children. It is rarely the case that instances of dysregulated behaviour at school are not mirrored at home and because of this, we aim to work closely with parents to agree behaviour aims to improve children's behaviour both at school and at home. Parents are involved as soon as a concern arises. A discussion will take place where strategies to improve behaviour are agreed upon together. This may include an individual behaviour plan, behaviour chart or mentoring.

Sometimes parents may have a concern about how other children are behaving towards their child. Staff are always available to listen to parents and will ensure action is taken immediately to resolve the issue. Under no circumstances must parents act against another child or parent, either physically or verbally. In every instance, parents and carers must direct their concern to the relevant member of staff.

7. Serious, persistent challenging behaviour

Serious, persistent, or challenging behaviour will trigger an initial meeting between parents and either: the Co-Headteachers, Deputy Headteacher, Assistant Headteacher, Key Stage Leads, Teacher or Family Worker. Any such meeting is seen as a supportive measure to enable the child to improve their behaviour as quickly as possible.

Behaviour Chart:

To support children to improve low level behaviours such as calling out in class, disrupting learning or frequent playground disputes, behaviour charts are sometimes introduced. A child who has a behaviour chart, is met by a Key Stage Lead or a member of Senior Leadership several times a day to reflect on their behaviour choices. This provides lots of opportunities for children to reflect on their choices and discuss how they are feeling. It is also a fantastic opportunity to celebrate all the positive choices that have been made that day.

Individual Behaviour Plans (IBP):

It may be decided that to support a child to make improved behaviour choices, where a behaviour chart has not been successful, then an Individual Behaviour Plan is required. An IBP is usually the result of persistent behaviour (ranging from low level to serious) that has not been rectified through reflection on their behaviour or a behaviour chart. Class teachers create IBPs with support of more senior members of staff and then finalise them at a meeting with parents. Once the desired behaviour aims have been met, then the IBP will be discontinued.

Internal suspension:

An internal exclusion may be deemed necessary if a child has behaved inappropriately within school or on an educational visit. Internal exclusions are designed to safeguard other children where necessary and to offer the child the opportunity to reflect in a safe environment. An internal exclusion demonstrates that as a school we feel it appropriate that the child is not with their class or teacher for a period of time. Rather, they complete their work in another class outside of their year group or in a quiet room and spend playtimes and lunchtimes reflecting with a member of senior leadership or the Key Stage Leader.

Fixed term suspension:

Fixed term exclusions may be considered if a situation is deemed sufficiently serious. Fixed term exclusions are issued by Co-Headteachers but are discussed by all appropriate staff members involved to ensure a broad, fair and balanced viewpoint. In the event of a fixed term exclusion being issued, a return to school strategy will be written and agreed with parents in a meeting on the return to school date. Fixed term exclusions will always be confirmed in writing. Fixed term exclusions may be issued for:

- Physical violence to pupils or staff
- Property damage
- Significant inappropriate behaviour
- Inappropriate behaviour during educational visits or extra-curricular activities

Permanent Exclusion:

Permanent exclusion from school may be considered, in line with statutory guidance, in extreme circumstances or significant breaches of the school's behaviour policy. Consideration would be made whether allowing the child to remain in school would significantly harm or risk harming the education or welfare of the children or others in the school. Extreme circumstances may include:

- Serious bullying incidents, including homophobic, racist incidents or sexist incidents.
- Bringing a weapon into school.
- Significant violence to children or staff.
- Persistent and repeated violence to others and/or property.
- Repeatedly and persistently refusing to follow the instructions of staff.
- Repeated or persistent behaviours which put themselves at harm or risk of harm.

8. Positive Handling Strategies – Use of Reasonable Force

Staff are trained in de-escalation strategies to calm stressful situations and ensure problems are resolved quickly so that learning can continue. In many instances, de-escalation is highly successful and provides time for children to calm and manage their emotions in a healthy manner with adult support.

- If a child's behaviour escalates, staff use a range of de-escalation strategies to best calm the situation. Such strategies may include:
 - Distraction
 - Humour

- Clear instructions
 - Limited choices
 - Physical space
- Allowing a situation to calm before addressing any dysregulated behaviour choices through debrief and guided reflection is an appropriate and advised strategy.

As a last resort it may be necessary for staff to use positive handling strategies and reasonable force to safeguard children from hurting themselves, others or causing property damage. All staff that receive positive handling training ensure that the best interests of the child are always put first, and the dignity and well-being of the child is paramount.

- 'Reasonable' means using no more force than necessary.
- 'Reasonable force' covers a broad range of actions involving a degree of physical contact to control or restrain children for their or others' safety. This may include:
 - Passive physical contact, such as standing between children or blocking a child's path.
 - Active physical contact such as leading a child by the arm out of the classroom.
 - Breaking up a fight by separating children.
 - Restraining a child to prevent violence to self, others, or property.
- Before using reasonable force, staff consider the risks carefully and conduct a dynamic risk assessment to ensure the most appropriate course of action. Our priority is always the safety of all concerned.
- When it is decided that positive handling and reasonable force are going to be required, staff make clear their intentions to children offering them a chance to change their behaviour and stop putting themselves or others at risk.
- When positive handling strategies and reasonable force are used, staff talk to the children about the reasons for the strategy (to keep them safe) and explain what behaviours would need to stop before the strategy could be discontinued.
- After an event of positive handling, children debrief and reflect with a member of staff on the reasons for the strategy to support their reintegration and emotional well-being.
- All incidents of positive handling are recorded in a bound and numbered book, countersigned by one of the Co-Headteachers.
- Parents will be contacted to discuss the incident and next steps.

Further information can be found in the Safeguarding Policy, Government guidance can be found at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

9. Confiscation of Prohibited Items

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

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 following link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

10. Positive conduct to and from school and the local community

We have the same high expectations of children's behaviour outside of school as we do on the school site. Sanctions may be applied where a pupil misbehaves off-site when representing the school when, for example:

- 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 child 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 child or member of the public
- 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 the staff member (e.g. on a school-organised trip).

This policy needs to be read in conjunction with:

Tackling and Preventing Child on Child Policy
Suspensions and Exclusions Policy
Care and Control Policy
Screening and Confiscation Guidance July 2022
Safeguarding Policy

Appendix 1- Flow Chart of Staff Managing Behaviour. Examples of behaviour and consequences are given, but these are not limited. The response to each incident will be considered carefully.

