

Primary Behaviour Policy



Approved by BLP Committee:

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Adopted by Allerton Bywater Primary School Local Governing Board:

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Aims

Brigshaw Learning Partnership believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school expects every child of the school community to behave in a considerate way towards others developing confidence, self-control and self-esteem.

This policy supports the whole school community in aiming to allow everyone to learn together in an effective and considerate way.

We are committed to:

- Promoting desired behaviour
- Providing a consistent approach to behaviour management
- Promoting self-esteem, self-control, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour choices
- Challenging and disciplining for poor behaviour
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/carers
- Developing relationships with our children to enable early intervention
- Promoting a shared approach which involves children in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all children can achieve
- Listening
- Safeguarding all individuals

1. Legislation and statutory requirements

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

- Behaviour and Discipline in Schools 2016
- Searching, Screening and Confiscation at School
- The Equality Act 2010
- Use of Reasonable Force in Schools
- Supporting Children with Medical Conditions at School

The policy works with the Special Educational Needs and Disability ('SEND') Code of Practice

This policy complies with our funding agreement and articles of association.

2. Key roles and responsibilities

- 2.1. **The Local Governing Body** has overall responsibility for the implementation of this policy.
- 2.2. **The Brigshaw Learning Partnership** has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3. **The Headteacher** will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 2.4. **Staff**, including teachers, support staff, and volunteers will be responsible for following the policy and for ensuring children do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 2.5. **Staff**, including teachers, support staff and volunteers will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 2.6. Good relationships with **parents/carers** are cherished by the school and we believe that the well-informed, supportive parent/carer is a crucial

partner. We want to establish a positive partnership with parents/carers that will inspire mutual trust and confidence. We believe that the more parents/carers know and understand what is happening in school, the more they will support our aims and practices.

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

- 2.7. **Children** are responsible for their own behaviour choices both inside school and out in the wider community.
- 2.8. **Children** are responsible for their social and learning environment and agree to report all undesirable behaviour choices to a teacher or other adults at the school.

3. Definitions

3.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, unfounded allegations, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to:

- Discrimination: not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment: behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour: deliberately acting in a manner so as to cause annoyance or irritation
- Bullying: a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual. Please refer to our Anti-Bullying Policy for more detail.

- Cyberbullying: the use of electronic communication to bully a person, typically by sending messages of an intimidating, inappropriate or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items or inappropriate images
- Truancy
- Refusing to comply with agreed consequences
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting
- Repeated breaches of the school rules

3.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to:

- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption in lessons, in corridors, at break times or on public transport

- Use of mobile phones in school
 - Graffiti
 - Incorrect uniform
- 3.3. “Unacceptable behaviour choices” may be escalated as “serious unacceptable behaviour choices” depending on the behaviour breach.

4. Training of Staff

- 4.1. At school we recognise that early intervention can prevent poor behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 4.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 4.3. Teachers and support staff will receive regular and ongoing training as part of their development.

5. Expectation of Children

- 5.1. Children and parents/carers will be expected to follow our school rules which require all children to:
- follow all instructions
 - work hard
 - use positive language and actions
 - keep their hands, feet and objects to themselves
- 5.2. The school will ensure that children follow the Code of Conduct by teaching them how to behave sensibly, such as how to:
- up in groups when entering or leaving the classroom or school premises.
 - Sit appropriately on school chairs, carpets, hall floors, etc.
 - Use appropriate voice levels and language, including manners.
 - Raise their hands when they wish to speak in class or assemblies.
 - Model good behaviour to other children.

- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.
 - Move around the school calmly
- 5.3. In the event of a false allegation being made we would ensure that a full restorative process is put in place ensuring the 'victim' voice is clearly heard and understood throughout the process.

6. Smoking and Drug Policy

- 6.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 6.2. Parents/carers, visitors and staff must not smoke on school grounds
- 6.3. Children are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 6.4. Children and staff are required to follow the school's Drug and Alcohol Policy

7. Rewards

- 7.1. The school recognises that children should be rewarded for their display of good behaviour choices.
- 7.2. The school will use the following rewards for displaying good behaviour:
- Verbal praise
 - Class Dojo points
 - Direct messages to parents/carers via Class Dojo
 - Special responsibilities/privileges
 - 'Pride of Allerton Bywater' certificate which is awarded weekly to a child from each class
 - Weekly celebration assemblies
 - Headteacher stickers

- Sharing work and successes with other staff, for example subject leaders or SLT members
- 7.3. The school acknowledges all the efforts and achievements of children, both in and out of school. Fortnightly class assemblies give children the opportunity to share information regarding their achievements out of school, for example, music or swimming certificates.

8. Unacceptable Behaviour

- 8.1. Unacceptable behaviour choices will not be tolerated at the school.
- 8.2. Breaking any of the rules laid out in our Code of Conduct will lead to consequences.
- 8.3. Malicious allegations:

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will apply sanctions to the child in accordance with this policy.

Please refer to our Child Protection Policy for procedures for dealing with allegations of abuse against staff

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Consequences

- 9.1. Where children display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.
- 9.2. At **Allerton Bywater Primary School**, staff will adapt consequences according to the situation at all times considering the need of the child. Our consequence system follows four clear steps:

1. A verbal warning: the teacher will ask the child to stop the behaviour, explaining to the child why their behaviour is unacceptable and which specific school rule the behaviour directly relates to. This will be both privately and at eye-level.

2. First formal warning: if the behaviour continues, the child will be moved away from others in the classroom for five minutes. The teacher will remind the child why their behaviour is unacceptable and then walk away, giving the child time to rectify their behaviour. A record will be made on CPOMs at this point.

3. Second formal warning: if the behaviour continues when the child returns to their usual seat, they will be moved out of the classroom for fifteen minutes of reflection time. They will then return to the classroom to demonstrate that they have rectified their behaviour.

4. Final formal warning: if the behaviour continues, the child will be removed from the classroom for the rest of the session and will be asked to speak to a Learning Mentor or a member of the Senior Leadership team. Their parents will also be informed.

If a child misbehaves on the playground, the same process will be followed.

- 9.3. At Brigshaw Learning Partnership, we recognise that at primary level, children may not understand why their behaviour is inappropriate, and will be supported to understand it.
- 9.4. Teachers will use their professional judgement when issuing sanctions, considering whether they believe the child's behaviour was intentional, especially if it is the first time the child has displayed this behaviour.
- 9.5. The school will use a number of different sanctions, which will be used depending on the behaviour choices displayed by the child. In addition to the consequence system referred to above, these may also include the following:
 - Placing the pupil on written report for monitoring of behaviour
 - Contacting external agencies such as social services
 - Excluding the pupil
- 9.6. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the children within the school.

10. Physical restraint

10.1. In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

10.2. Incidents of physical restraint 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

11. Items Banned from School Premises

11.1. Fire lighting equipment:

- Matches, lighters, etc.

11.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Matches
- Waterbombs
- Permanent markers

- Large sums of money

11.3. Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

11.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones – only under agreement
- Any other toys which are deemed hazardous.

12. Searching

12.1. Staff members may use common law to search children, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

12.2. Under Part 2, Section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the child, provided that they have reasonable grounds for suspecting that the child is in possession of a prohibited item.

12.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious

harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

- 12.4. Staff members may instruct a child to remove outer clothing, including hats, scarves, boots and coats.
- 12.5. A child's possessions will only be searched in the presence of the child and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 12.6. Any staff member, except for security staff, may refuse to conduct a search.

13. Confiscation

- 13.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 13.2. If the child has possession of illegal items, the police will be called for the removal of the item(s).
- 13.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco).

14. Outside School and The Wider Community

- 14.1. Children at the school must agree to represent the school in a positive manner.
- 14.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the child is dressed in school uniform.
- 14.3. Complaints from members of the public about bad behaviour by children at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

15. Early Years Foundation Stage

15.1. This is a whole-school policy. In Foundation Stage, children are rewarded and praised in an informal, non-structured way. For example, through verbal praise or stickers. Should there be children whose behaviour is difficult to manage, a more formal, structured, whole-school approach can be adopted, however Foundation stage also use a 'Time Out' strategy linked directly to the age of the child.

16. Special Educational Needs and Disabilities

16.1. There may be children who do not respond to the strategies already mentioned and who require individual support in the form of an Individual Behaviour Plan (IBP). Where appropriate children will be involved in writing their IBP. Progress will be monitored by the SENCO and further advice may be sought from outside agencies e.g. Inclusion workers, Educational Psychologist.

17. Complaints

An individual wishing to make a complaint about anything relating to this policy should refer to the BLP Complaint Policy published on the BLP Website.

18. Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

19. Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy

- Anti-Bullying policy
- Care and Control Policy

20. Monitoring and review

Behaviour in school will be monitored on a regular basis by staff and governors. This policy will be reviewed by the headteacher and local governing body every two years, who will make any necessary changes and communicate this to all members of staff.