The Academies for Character and Excellence

Positive Behaviour Policy and Statement of Behaviour Principles

Reference: WP/Safeguarding

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About this policy

This is the Positive Behaviour policy for Brixham C of E Primary School

General principles when applying the policy

The purpose of the policy is to promote good behaviour with a view to:

- promoting, among pupils, self-discipline and proper regard for the schools' values and ethos;
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils;
- securing that the standard of behaviour of pupils is acceptable;
- securing that pupils complete any tasks reasonably assigned to them in connection with their education; and,
- otherwise regulating the conduct of pupils.

When making any decision under this policy it is particularly important that each pupil is treated as an individual having regard to their particular needs. It is particularly important that if a child has a disability or special educational needs (SEND) that these are appropriately taken into account. For children with disabilities it is important that reasonable adjustments are actively considered. Further, when applying this policy any protected characteristics (such as race, disability, sexual orientation etc.) are taken into account.

Any concerns about discrimination should be addressed urgently with a senior leader. Further, when making any decisions it is important to treat pupils fairly which means making sure that they understand what they have done and having the opportunity to express their views.

Further, a child's behaviour (especially if out of character) may be related to safeguarding issues and as such staff should always be alert to safeguarding issues or other unmet needs. If this is suspected, then advice should be sought from a senior leader urgently.

It is also important to be aware that corporal punishment is never permitted. Passive intervention Programme/Team Teach may be used but any exercise of any force must be regarded as a last resort and then only used with great care and when suitably trained if a child was deemed as making themselves unsafe.

More than very minor disciplinary measures (such as basic reprimands/warnings) should also be recorded on the schools Child Protection On-line Management System (CPOMS).

Aims and Objectives

Our School Vision Statement at Brixham C of E: Life in all its Fullness (John 10:10)

Our school's approach Positive Behaviour and Relationships follows that of the Church of England Education Office, in that it seeks to be faith-sensitive and inclusive. It is under-pinned by Our Vision of "Achieving and Flourishing together in God's Loving Arms" and ensures that all of school life incorporates the values of the Christian Faith. These values are central to all that we do and determine how we will implement all policies and procedures. We want to ensure that through our gateways of Citizenship, Leadership, Expression, Exploration and Flourishing, all pupils and adults are shown how to be Compassionate, Forgiving, Determined and Honest individuals, who act with integrity and responsibility. By starting with our vision, we aim to ensure that all members of our school community understand our expectations, our practise and the ways in which we will implement policy.

It is fundamental to a good education that everyone in the school environment behaves appropriately and treat each other with respect. The goal of the school's discipline procedure is primarily to assist the development of good character and learning. While chastisement is an essential part of enabling pupils to understand consequences, it is not an objective in itself.

Good behaviour should be actively encouraged and rewarded at all times.

Further, the values and ethos of the school should be taken into account when making any decision. This will also include principles of British values properly taking into account any legal requirements and fairness.

Pupils need to understand and know why good behaviour is important and the consequences of poor behaviour. This may include explaining the expectations of society about what it is to be a good person and why good behaviour will help them in their personal relationships and also prepare them for the outside world. They should also understand that poor behaviour and poor choices, if left uncorrected, can lead to serious problems later in life.

The approach towards school discipline should start by properly explaining to a pupil why their behaviour has fallen below expectations and where appropriate, giving them the opportunity to put things right. This may be by making an apology or taking other steps to rectify any wrong doing.

Discipline should be proportionate and appropriate and also applied consistently across all pupils.

Where possible and appropriate pupils should be actively encouraged to participate in decision making about particular class rules so that they may be personally committed to any rules formed.

When giving any sanction it is important to treat the pupil as an individual and take into account any particular circumstances. So, if detaining a pupil, any wider impact on them should be considered.

Parents need to be aware of and must also always be encouraged to support good behaviour.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform, including overall appearance including extreme hair colours

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Peer on Peer abuse also known as 'Child on Child abuse'
- Sexting
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour Possession of any prohibited items. These are:

    ○ 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)

4. Child on Child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of the Keeping Children Safe in Education guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'.

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-inschools-and-colleges

5. 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
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, on-line sexual coercion, 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

6. Roles and responsibilities

6.1 The Local Committee

The Local Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher, in consultation with the Trust's Head of Safeguarding and Inclusion, is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

6.4 Parents

Parents are expected to:

- Support their child in adhering to this policy and the pupil code of conduct (see below)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. Pupil code of conduct

Pupils are expected 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
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Rewards such as marbles for the jar
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Sending the pupil out of the classroom
- Expecting work to be completed at home, or at break or lunchtime.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

We may use internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the Headteacher during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The internal exclusion is managed by a member of the Senior Leadership team.

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8.3 Malicious allegations

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

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

9. Behaviour management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - 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

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder/damaging property
- Hurting themselves or others 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 (PIPS Positive Intervention Programme or Team Teach)
- 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 (see appendix 3 for a behaviour log)

9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to the school environment. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 specialist teachers, an educational psychologist, medical practitioners and/or other professionals, 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.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (PIPS/Team Teach), as part of their induction process where required.

Behaviour management will also form part of continuing professional development.

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12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local Committee every 2 years.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

Brixham C of E Primary School

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Local Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 – Positive Behaviour Reward System

Brixham C of Primary School

Character Education is at the heart of our curriculum and is explicitly taught progressively across all year groups. At Brixham C of E, we have five character gateways which provide the core traits of characteristics that we aim to develop for our pupils.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1

Each character gateway is focused on for a half-term and then built upon throughout the year. In summer 2, the school decides to revisit a character gateway based on where further development is needed.

The development of our character gateways are fundamental to how our pupils learn and behaviour in our school. For example:

- the character trait of compassion develops our pupils to treat each other kindly and think how others are feeling.
- The character trait of aspiration develops our pupils to be the best version of themselves.
- The character trait of responsibility develops our pupils to take responsibility for the behaviours, learning and actions.

Although we recognise that the use of over praising can be counterproductive, we do want to accentuate positive behaviour and develop excellent relationships with all our pupils. Positive behaviour and reinforcement is emphasised at all times.

Praise is used to:

- Reinforce the rules as children learn more quickly when given positive feedback
- Reinforce and communicate the traits of the character gateways
- Draw other children's attention to appropriate behaviour
- Give emphasis to the wanted behaviour, rather than the unwanted
- Encourage self-esteem and an ethos of friendly acceptance
- To encourage children to make choices so that they can see that good behaviour is rewarded.

Rewards	A range of verbal and physical rewards are used to highlight and praise good behaviour: - Verbal praise to highlight the modelling of expected behaviour – linking this to the school's character gateways and rules. - Earning marbles for the school/class jar for demonstrating good behaviour or good learning behaviours - Sharing good behaviour with parents to promote celebration between school and home. - Headteacher Awards. Two pupils from each class will receive a head teacher's certificate for excellent behaviour and/or learning during our weekly celebration Worship. - Headteacher stickers. Pupils who are recognised for going above and beyond will be given a Headteacher sticker to celebrate this.

Appendix 3 -Brixham's Three Golden Rules Our approach to securing excellent behaviour and relationships – these Golden Rules are shared with children, parents and displayed and referred to throughout the school

Golden Rule	Pupils will…	Adults will…	Which enables…	And prevents…	This will be celebrated by…	This may be escalated when…
Be Ready	Be on time to lessons Have the correct resources ready Be in the right place at the right time wear the correct uniform	Always be read themselves Model excellent organisational skills Ensure that the whole class arrives on time for set parts of the day	Efficient use of time Maximum learning time A sense of calm, purposefulness and orderliness.	Wasted learning time A negative impact on others A frantic atmosphere	Incentives such as marbles for the jar Verbal praise Highlighting children as role models	There are poor role models at home Children do not have the correct resources needed. In which case, school will work with parents to find solutions together
Be Respectful	Speak politely and considerately to others Be respectful of their own property and that of others Treat the school environment with respect	Remind children to use a courteous voice and good manners Always remain calm and courteous themselves	Mutually respectful relationships An appreciated and productive environment A calm and peaceful atmosphere	A lack of consideration for others Untidy and unsafe environments Unhealthy disagreements An inability to listen and understand Bad manners	Highlighting the behaviour that is wanted Verbal praise Marbles for the jar Stickers Additional responsibilities for representing the school	There is a lack of respect that results in harm either physically or verbally The school environment or resources are deliberately destroyed or spoilt
Be Responsible	Accept when things have gone wrong Be honest Solve problems for themselves Take pride in what they have achieved	Model and highlight responsibility in action Encourage children to be independent whenever possible Build on success	Independent, confident problem solvers Enables greater efficiencies across the school	Over reliance on adult support Low self-esteem Inability to forge strong relationships	Leadership roles Head Teacher certificates Marbles and class rewards	When pupils refuse to accept responsibility When others are being affected and there is an impact on school life

Appendix 4 – Escalation Process

Steps		Actions
1	Reminder	A reminder of the school's behaviour ladder, making reference/ pointing to the display. Clearly state the behaviours you wish to see. If the behaviour continues move to step 2. If the behaviours displayed are those deemed as requiring an 'Immediate response' (see below), move directly to step 3, 'Time with'.
2	Redirection & Caution	Make a change of place, activity, task or person. A clear verbal caution (delivered discreetly wherever possible), making the learner aware of the behaviour that has warranted redirection. Openly outline the consequences if they continue but also make it clear as to how they can turn the situation around. If the behaviour continues move to step 3.
3	Time with (adult who has been dealing with the behaviour escalation)	Speak to the learner privately for 5 minutes during their break or lunch time. This must be logged on the 'time with' record. Be curious and diagnostic in the approach, validating the child's experience but also be clear on expectations and ways in which their behaviour can be modified. If the behaviour continues move to step 4.
4	Phone call (class teacher)	Should the learner persist with the unwanted behaviour/ if the same pupil has had 'time with' 3 or more times in a week, a phone call to parents/carers is made so that they are aware of the behaviours being seen at school. Where relevant, the key stage lead may also be involved at this stage. If the behaviour continues move to step 5.
5	Formal meeting with class teacher	A face to face meeting is called with the pupil, parents/ carers and teacher to discuss strategies for transforming the behaviour. Impact will be monitored for at least two weeks. If the behaviour continues move to step 6. A meeting may also be called for a serious breach of the school rules as detailed in the 'Immediate response' section below. A member of SLT may be involved in this meeting where necessary.
6	Behaviour support plan introduced	Another meeting with the parents/ carers is held promptly and a behaviour support plan implemented. The relevant KS Leader will be involved in this meeting and the SENCo will have been consulted. Where appropriate, the Headteacher may also be involved in this meeting.
7	Internal suspension	An internal suspension is issued and carried out by the Headteacher as a consequence for a serious or persistent breach in behavioural expectations such as those outlined in the above 'Immediate response 'section below. This time will be supervised and work provided by the class teacher.
8	External suspension	An external suspension is issued and carried out by the Headteacher as a consequence for a serious or persistent breach in behavioural expectations such as those outlined in the above 'Immediate response 'section below.
9	Permanent exclusion	The Head of School excludes a pupil permanently. Before taking such a step the Head of school will have taken advice from Wendy Parr, Trust Safeguarding Lead and other external professionals who may be involved with the child/family.
Immediate response situations:		When certain serious misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as: • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Bad language directed at another person • Defiance • Damaging property • Hurting others with deliberate intent In these cases, the incident will immediately be reported to SLT and recorded/logged, and an appropriate action taken. A phone call home will automatically take place and in some instances, a face to face meeting may be called. Consequences may result in 'time with' during break/lunch or stage 7/8/9 depending on the severity of the behaviour.