Brown Clee C.E. Primary School

BEHAVIOUR POLICY

Most recently reviewed: **Autumn '26**

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Aspire ~ Believe ~ Persevere ~ Succeed

Contents

SUMMARY OF POLICY 3
Responsible individuals: 3
Relevant documentation used in the formation of this policy: 3
Policy developed to ensure: 3
Implementation: 3
Principles: 3
School Expectations: 4
Clear and Consistent Expectations / School Routines: 4
Positive Feedback: 5
Negative Feedback / Reflection: 5
Key Points 5
Strategies for Reminding / Reinforcing Appropriate Behaviour 6
Non-Negotiables 6
Confiscation of inappropriate items 6
Exclusion 6
Zones of Regulation: 7
Reporting of incidents within School: 7

SUMMARY OF POLICY

Responsible individuals:

Governing Body,
Headteacher,
Class Teachers,
Teaching Assistants,
Lunchtime Supervisors,
Volunteers,
Wraparound Care Supervisors,
Administrator.

Relevant documentation used in the formation of this policy:

Keeping Children Safe in Education (Department for Education)
Education Act (1996)
Children Act (1989)

Policy developed to ensure:

1. …that children can feel safe, happy and confident to learn.
2. …all children are clear on the expectations on behaving respectfully and in a responsible manner towards themselves, others and their environment.
3. …that there is environment of consideration, welcomeness, courtesy and self-discipline.

Implementation:

The school will…

- …ensure that all staff, governors, volunteers and visitors are aware of the following policy
- …ensure that the policy is followed at all times
- …ensure that any questions are raised with the headteacher if unsure about any aspects of the policy

Principles:

At Brown Clee, one of our major aims is that children can feel safe, happy and confident to learn.

Everyone in the school (staff, children and visitors) are expected to behave in a respectful and responsible manner towards themselves, others and their environment showing consideration, courtesy and respect providing an atmosphere where self-discipline will be encouraged.

Effective teaching and learning are dependent upon positive mutual relationships between staff and pupils, as well as peer-on-peer relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour in a solution focused response.

At Brown Clee, we have based our policy on an overwhelmingly positive, restorative approach towards managing behaviour. Our primary focus to behaviour is on learning from positive and negative behaviours with self-reflection and intrinsic reward of learning being the main emphasis. This will naturally be encouraged and taught through the use of negative and positive feedback (see sections on positive feedback and negative feedback). The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

School Expectations:

At Brown Clee, we have a clearly defined high standard of behaviours that we expect in school. Central to our behavioural expectations are our school's Ethos Christian values. These are referred to frequently (in and out of class and form the basis of our assemblies and worship) to encourage the children to create a positive and open environment for pupils to work in.

Our school's overarching ethos:

- Unity (Working Together)
- Enthusiasm (Approaching things with eagerness and effort)

Our Christians values are as follows:

- Respect
- Thankfulness
- Perseverance
- Forgiveness
- Compassion
- Courage

Clear and Consistent Expectations / School Routines:

1. **Coming into School (At any time)**
- Walk calmly and purposefully.
- Low volume once past cloakroom doors.
- Get organised promptly with jobs.

2. **Entering Classroom**
- Walk calmly and quietly to desk.
- Be ready to learn.

3. **Leaving Classroom**
- Tuck chair under desk.
- Walk out calmly and quietly.

4. **Moving within Classroom**
- Quietly
- Respectfully
- Walking
- Tuck chair under
- Remind others

5. **How to Listen**
- Avoid distraction from nearby objects
- Look at who is speaking
- Think about what you're hearing.

6. **Conversation in Class**
- Appropriate volume level
- All chat to only be work-based and not off task

7. **Use of Drinking Water**
- Fireflies – in box in classroom
- Other classes – on floor under tables.
- Avoid water bottle becoming a distraction
- Non-drip bottles only

8. **Toilets**
- Children to be encouraged to go at playtimes.
- Playtime supervisors to monitor numbers going to toilet (only 3 girls or boys at a time)
- On 'In-Time', no children to go to toilet.
- A note from a doctor is needed for any specific toileting needs

9. **Presentation of Work**
- Work to be presented with pride
- Dates and titles to be underlined
- Neat presentation
- Balance self-assessment for each piece of work

10. **Assembly**
- Walking in-line promptly in and out
- Silence when in hall (as soon as through cloakroom door) – unless responding to questions, interacting or singing.
- Return directly to classrooms after assembly

Positive Feedback:

Positive framing (the framing of feedback as being positively positioned) is always the preferred manner to provide feedback at Brown Clee. In addition to verbal praise and feedback which is embedded in our teaching and learning, we have "whole-school" positive feedback systems and rewards that recognise and celebrate good behaviour, good work, helpfulness to peers and adults. Central to this are our school's Christian values.

Whole school positive feedback:
• School Values Awards: given by all staff at any point in recognition of particularly commendable behaviour – linked to our school's Christian values.
• Christian Values Bands: given out by lunchtime monitor for one child that has demonstrated a chosen Christian value.
• Verbal Praise / Acknowledgement

Some individual classes have their own class-based systems. These include…
• Marble Jars
• Stickers

Negative Feedback / Reflection:

Key Points
Our approach to "sanctioning" will always be in providing opportunities to learn through feedback and reflection when making ineffective behavioural choices and not used as a punishment. If reflection following an ineffective behavioural choice does not seem to have been effective, then further feedback and escalation will take place to help learn from mistake.

Staff have a statutory authority and expectation to discipline pupils whose behaviour is deemed unacceptable, who break the school expectations or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006).

The power to discipline applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants and lunchtime monitors. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits. Teachers can also discipline pupils for misbehaviour outside of school. Staff can confiscate pupils' property when deemed necessary.

"Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Staff have a legal duty of care to protect all pupils and staff, which may mean a need to physically intervene (DFE – use of reasonable force July 2013)"
(Taken from the DFE guidance – behaviour and discipline)

It is important that children are clear on the expectations and likely consequences of both negative and positive behavioural choices. Consistency is also a key factor when building an effective behaviour culture; therefore, we implement a guided tiered system to behaviour management to help staff maintain this consistency. This system is not completely rigid – and staff will use their own professional judgement in its implementation. The system can be found in Appendix 2.

In situations where a child's behavioural choices are having a significant impact on the learning and/or safety of others, then actions will be taken to reduce this impact.

Strategies for Reminding / Reinforcing Appropriate Behaviour

Staff are encouraged to always positively reinforce behavioural choices by illustrating effective behavioural choices as model examples. However, if this does not appear to be working, then further feedback will be used. There is a clear and progressive approach to applying negative feedback to children who are not behaving safely or appropriately. In the first instance, teachers will always try to use non-verbal reminders - which may be followed by verbal reminder if behaviours repeats or behaviour requires an immediate verbal reminder. If the behaviour continues, then teachers will apply a proportionate and appropriate sanctions which could include (but is not restricted to) being sent out of assembly or class, missing playtime to complete work, being sent to another monitored area in school (e.g. another class) and being sent to the Headteacher.

The purpose of all reminders/reinforcement will always be to help provide opportunity to reflect on their mistakes – rather than the purpose of "punishment". In situations where, despite exhaustive attempts of in-school reflection or for particularly extreme behaviours, a child persists with their behaviour, parents will be contacted with the intent of supporting the school to improve the child's behaviour.

Non-Negotiables

Swearing, discriminatory aggressive behaviour (see anti-racism and equalities policy), bullying (see anti-bullying policy) and intentional hurting and/or being aggressive to others are considered as non-negotiable.

In these incidents, children will be sent to the Headteacher, and these behaviour incidents recorded using our online safeguarding system, MyConcern, by the staff member who initially dealt with the issue.

Confiscation of inappropriate items

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. 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. The legislation does not describe what must be done with the confiscated item.
2. Power to search without consent for 'prohibited items' including:
    a. Knives and weapons
    b. Alcohol
    c. Stolen items
    d. Fireworks
    e. Pornographic images
    f. Illegal drugs
    g. Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
    h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
3. Weapons, knives and child pornography must always be handed over to the police.

If an item is confiscated from a pupil, a pupil risk assessment may need putting into place for that child to help reduce and control the risk of future incidents.

Exclusion

A child would be excluded if their behaviour is such that it threatens the safety of others, is causing a serious and continued disruption to school life, is a serious case of disobedience to a responsible adult in school or has been continuing over an extended period with no sign of improvement. As far as possible, parents/carers and children will be warned in advance that exclusion from school could be a possibility. We know that exclusion from school may cause inconvenience for parents/carers, but we do not see this as a measure designed to punish parents/carers. Its primary purpose is to ensure the safety of all members of the school community and to ensure the ongoing right to a high-quality education is not compromised for all learners. Excluded children would always be given work to do at home.

When would a child be excluded?
For instances of very serious behaviours, for example, a serious fight or bullying, serious racist incident, parents will be contacted immediately and required to come to school. Should a child be involved in several such incidents in any one term, the Head will ask to meet the child's parent/s in order to discuss further actions. At this meeting, in which a written record could be taken, the Head will advise the child's parent/s that should such serious incidents of anti-social behaviour continue exclusion procedures will be implemented.

In the rare event of an extremely serious incident e.g. physical aggression of a degree that might seriously injure a child, physical or verbal abuse towards a member of staff, exclusion procedures will be immediately implemented. In any incident of exclusion, it will always be in line with legal requirements.

Zones of Regulation:

Our approach to promoting high standards of behaviour includes teaching children about the importance of self-regulation. The Zones is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.

As part of our teaching around regulation, it is important that all staff are aware that being dysregulated (e.g. upset / angry / tired) is perfectly acceptable. However, children should be support in how they react when dysregulated (for example, being upset is not a reason to be rude or disrespectful to others)

The use of the Zones is taught in classes and assemblies and teachers can use resources as appropriate within their class.

Reporting of incidents within School:

We place collective responsibility as core part of our behaviour management. All staff are expected to follow this policy in regard to feeding back to children on positive and negative behaviours – and have the responsibility to challenge any unacceptable behaviour that they witness.

All staff will report non-negotiable behaviour incidents via our online reporting system, MyConcern. Every staff member has a log in and are encouraged to report incidents as soon as possible so that they can be dealt with in an appropriate manner.

Incidents of racist, homophobic and hate crimes are dealt with in line with the behaviour policy. These incidents are often also reported to the Local Authority. Incidents of bullying are also reported to SLT and the Governors via termly Behaviour Report. Incidents of sexualised behaviour – harassment or violence - are reported via MyConcern. Any incidents of discriminatory aggression and/or sexualised behaviour will always be reported via MyConcern and escalated to the Headteacher and/or DSL (designated safeguarding lead).

Use of reasonable force:

The legal provision on school discipline also provides members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm. If a member of staff has to physically hold a child, they will follow positive handling procedures (Appendix 1).

Following the use of physical intervention, there will be a restorative discussion with any staff and pupils.

Communication and parental partnerships:

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school, steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour (and safety) to the Headteacher, so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. All staff will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment.

Definitions:

The school considers the following definitions useful:

Racist behaviour is:

• Any hostile or offensive action or words by a person of one ethnic group or culture against a person of another group.

• It does not need the presence of pupils or staff from different ethnic backgrounds for racist attitudes to be apparent and racist language to be used, sometimes casually and apparently without awareness that it might be offensive.

Bullying is:

• **Deliberate** - intentionally hurtful behaviour
• **Repeated** – occurs several times over a period of time
• **Targeted** – individuals/group are specifically pursued
• is difficult for those being bullied to defend themselves

It may take the form of:

• physical - hitting, kicking, taking belongings
• verbal - name calling, insulting, racist remarks
• indirect - spreading nasty stories about someone, excluding someone from social groups

It is important that adults and children differentiate between “unkind behaviour” and “bullying”. School staff will always clarify this when discussing behaviour with children.

Sexual harassment is:

• Sexist harassment

• Bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex.

• Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

• Bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological.

• Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate.

• It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Sexual bullying may affect boys and girls.

APPENDIX 1: POSITIVE HANDLING PROCEDURES

Positive handling is much more than the use of reasonable force. It is a strategy employed as a means by which to deal proactively with challenging behaviours and so ensure that restrictive physical interventions are used as a last resort and only when absolutely necessary.

Where it is found that a young person's challenging behaviour presents a foreseeable risk and that restrictive physical interventions are necessary then a Behaviour Support Plan (including positive handling plan) will be drawn up.

Strategies used as part of positive handling include:

- De-escalation, diffusion and distraction activities
- Reassurance
- Calm talking/communication
- Help Script for pupil
- Clear, firm, verbal instructions to offer or direct options, which may include:
    - Supervised time out of the situation
    - Withdrawal of class/school privileges

Positive handling techniques such as prompts, guides and escorts that are taught through Team-Teach training.

Behaviour management strategies are discussed with parents/carers and children (if appropriate) and an indication of the positive handling techniques (prompts, guides and escorts) that may be used. Risk Assessments are completed against each child when physical restraint may need to be used in the context of the identified target behaviour(s) and environments in which they occur.

APPENDIX 2: TIERED BEHAVIOUR MANAGEMENT

Our tiered behavioural management system is a tool to help encourage consistency across school – a key effective measure in making expectations clear across the school for children. It was built in consultation with staff, children and governors. It will always be applied using staff's professional judgement.

Behaviour is set out into different tiers 1-5. Examples of each tier is given, but this list is not exhaustive. Methods of feedback are applied using staff's professional judgement.

Tier	**1**	**2**	**3**	**4**	**5**
Examples of behaviour	- Not listening fully - Lack of effort - Distracted from work - Calling out at incorrect time - Off-task talking - Unintentionally invading personal space	- Repeated tier 1 behaviours after reminders - Forgetting known rules (e.g. running or loudness inside) - Unintentional silliness (e.g. overexcited) - Shifting blame	- Repeated tier 2 behaviours after reminders - Deliberate silliness - Unintentional rudeness to an adult - answering an adult back - Intentionally not following known rules - Not following a given instruction - Unintentionally hurting someone else through carelessness - Unintentional damage to property through carelessness - Play fighting - Threatening to harm someone else	- Repeated tier 3 behaviours after reminders - Intentionally encouraging others to do wrong - Intentional hitting someone else - Swearing - Intentional rudeness to an adult - Intentional damage of property - Spitting at other people - Lying to an adult	- Repeated tier 4 behaviours after reminders - Fighting - Discriminatory aggression (e.g. racial, sexual) - Bringing inappropriate item (see "confiscation of inappropriate items" on page 5 for examples) to school - Bullying - Touching intimate areas of others - Exposing intimate areas to others
Example of feedback	- Non-verbal and verbal reminders	- Short feedback given on behaviour	- Feedback conversation given on behaviour and sustained reflection time outside of lessons - Moved within class - Temporarily moved within school (e.g. another class) to complete work - Potential for parents to be contacted (depending on severity or repetitiveness)	- Detailed feedback conversation given on behaviour and sustained reflection time outside of lessons with headteacher (or if within lesson time, lost learning time to be caught back up) - Temporarily moved within school (e.g. another class) to complete work - Parents contacted	- Sent to headteacher immediately for reflection. Lost learning time to be caught up. - Parent/carers invited into school to discuss severity of behaviour - Potential temporary or permanent exclusion - Temporary isolation from class - Potential police involvement (depending on severity)