

# Brackenhill Primary School



## Positive Relationship policy and statement of behaviour principles

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## 1. Aims

This policy aims 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
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be acceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- › <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- › <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- › [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](#)
- › [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:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

Brackenhill Primary School's approach focuses on the importance of ensuring all pupils behave in a manner which is deemed acceptable to the school.

**Acceptable behaviour** at Brackenhill is defined as:

- › Children demonstrating a readiness to learn by ensuring they come to school in a punctual manner, are wearing the correct uniform and demonstrate good learning behaviours
- › Children showing a respectful attitude towards their peers, staff and their environment
- › Children recognising the importance of safety when they are moving in corridors and at break and lunchtimes

**Unacceptable behaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - › Sexual comments
  - › Sexual jokes or taunting
  - › Physical behaviour like interfering with clothes
  - › Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude 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. These are:
  - › Knives or weapons
  - › Alcohol
  - › Illegal drugs
  - › Stolen items
  - › Tobacco, cigarette papers, e-cigarette or vape pens
  - › 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. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 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	Repeatedly being unfriendly, excluding, tormenting
Physical	Repeatedly 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>• Sexual orientation</li><li>• Gender identity</li><li>• Transphobic</li><li>• Disability-based</li><li>• Age</li></ul>	Repeatedly taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Repeatedly uses 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	Repeated Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Repeated bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is addressed through long and medium-term plans over the year across the school. Teaching about this is built into existing lessons across the curriculum and also covered within specific online safety lessons using a school-wide approach.

Throughout the curriculum, pupils are taught what positive, healthy and respectful relationships look like, the effects of their actions on others and how to recognise and display respectful behaviour. The computing curriculum also covers the principles of online safety at all key stages, with progression in the content to reflect the different and escalating risks that pupils face. This includes: how to use technology safely, responsibly, respectfully and securely as well as where to go for help and support when they have concerns about content or contact on the internet or other online technologies. The school also focuses on the underpinning knowledge and behaviours that can help pupils to navigate the world safely and confidently regardless of how they choose to interact.

Additionally, during PSHE children are taught about ideas such as freedom of speech, British Values and our responsibilities.

Organisations supporting the school with this include: MYUP, PCSOs - Road Safety Talk, Drugs Awareness - The Children Charity, Police, WY Fire Service etc.

Other support includes:

Learning Mentor support for pupils identified as at risk/susceptible

CPOMS logs providing a chronology of actions taken to support pupils identified as at risk/susceptible

Dedicated online safety lessons as part of the Computing Curriculum

Pupil Voice capturing pupils understanding in relation to safeguarding

Information available on website to support pupils

E-Safety talk for Year 5 and 6 pupils

Safer Internet Day with a focus on how to stay safe

## **5. Responding to behaviour**

### **Classroom management**

All staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a positive and stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum 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

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs 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.

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

### **Responding to good behaviour**

Brackenhill primary school will follow three key principles centred around readiness, respectfulness and safety (Ready, Respectful, Safe). When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise – positive noticing strategies will be applied by all staff towards children. This will be regular and consistent. Pupils will also be encouraged to apply these strategies with each other with praise in public (PIP) and reminders in private (RIP)
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies. Good work will be celebrated in weekly assemblies where a child from one class in each year group will be awarded a certificate.
- Positions of responsibility, such as Junior Leadership status and Prefects.
- Whole-class or year group rewards.
- Brackenhill Family Time will replace Golden Time and will take place once each term where children will be rewarded with an exciting activity for collecting a certain number of family points over the term.

### **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. When managing misbehaviour staff will refer to the three key principles (ready, respectful, safe) to address any issues which occur e.g. Is that behaviour respectful? Is that behaviour safe? Are you ready to learn?

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. Restorative practice methods (Appendix 3) will be used to support staff in helping to facilitate conversations between staff and pupils and also between peers. Negative references will be avoided and a conscious effort will be made to use positive language when discussing misbehaviour.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

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. Pupils will be given time to reflect on misbehaviour and reset and adjust as necessary.

A traffic light system is in place to ensure clear communication with all pupils in relation to their behaviour:

- All children start on **Gold** every session.
- Step 1: **(Green)** Positive Reminder (see appendix 4) + Take-Up time.
- Step 2: **(Black)** Private word outside classroom (see appendix 5) + Take-Up time
- Step 3: **(Yellow)** Positive Reminder again + Take-Up time
- Step 4: **(Red)** Consequence (lunch time detention and phone call home) (Appendix 2)

This will be reset after each session (after break and after lunch). There are no rewards for staying on **Gold** – that is a daily expectation. Lunch time staff will follow the traffic lights system. Where a child reaches step 3, this will be referred to a learning mentor/class teacher.

The school may use also 1 or more of the following sanctions in response to unacceptable behaviour:

- › 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
- › Detention at break or lunchtime.
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Staff will be conscious of their body language when dealing with misbehaviour and where needed other members of staff will support.

### **Off-site behaviour**

Consequences 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

Consequences 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 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).



### **CPOMs**

All incidents of behaviour will be logged onto CPOMs by the member of staff who has dealt with the incident first hand. Members of the SLT and the appropriate Learning Mentor will be notified about the behaviour and actions are followed up by the designated member of staff. If required, the School Leader will notify parents of the child's behaviour and may ask parents to come in to school for a meeting.

### **Reflection Letters**

When children have had 3 lunchtime detentions within a half term and still fail to comply, they will be sent to a member of the SLT and during a detention period they will be expected to complete a reflection letter. This is to provide them with the opportunity to reflect on their behaviour. Children will be expected to explain their behaviour, consider what caused it, why it does not comply with our school rules and think about how they can behave differently in the future.

If the behaviour continues, a reflection letter template (Appendix 6) will be sent home for the children to complete with a parent or carer.

### **Reasonable force**

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school (see Using reasonable force policy). In these rare cases, staff will -wherever possible - use the techniques taught as part of the Team Teach training.

### **Powers of search**

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. This property will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community.

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
- 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 in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). 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.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

### **Allegations of abuse**

Allegations of abuse will be taken seriously, and will be dealt with 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.

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

The school 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.

The school's response will be:

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

The school has 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.

### **Malicious allegations**

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 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 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, where relevant) will consider whether the pupil who made the allegation is in need of help. If so, a referral to the appropriate professional body will be made. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### **Suspensions and Exclusions**

Where a child persistently misbehaves, the Headteacher or a member of the SLT will be informed. Parents will also be informed of the behaviour. In some cases, the Headteacher may choose to suspend or exclude the pupil. This may include internal suspension, lunch time suspension or exclusion at home. Parents will be informed of the decision. These extreme behaviours might include (although not exhaustive):

- Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence
- Physical abuse of children and adult
- Persistent racist or homophobic remarks or behaviour
- Persistent and deliberate hurting of other children
- Persistent defiance to adults, both verbally and non-verbally
- Persistent disregard for other people's/school property
- Persistent bullying online or sending hate mail.

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

### **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 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.

### **Damages**

Parents will be expected to pay for any deliberate damage by their children to either equipment or to the school building.

## **6. Roles and responsibilities**

### **6.1 The governing board**

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 headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

## **6.2 The headteacher**

The headteacher is 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
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor 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

## **6.3 Teachers and staff**

Staff are responsible for:

- › 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
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

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

## **6.4 Parents and carers**

Parents and carers, where possible, should:

- › 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
- › 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

The school will endeavour to 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.

### **6.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **7. School behaviour curriculum**

Brackenhill will endeavour to promote British Values and have high expectations of our pupils to be ready, respectful and safe within our curriculum.

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 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.

### **7.1 Mobile phones**

- › Pupils are not allowed to have mobile phones with them on-site unless in special circumstances – this must be stored with the class teacher at all times.
- › There are any plans in place to mitigate the risk of distraction, disruption, bullying and abuse.
- › There is a particular area where phones should be stored during the school day
- › Pupils can turn their phones on at the end of the day
- › There will be exceptions to the rules for medical or personal reasons
- › Parental permission will need to be provided
- › There is no Liability from the school in case of loss or damage

## **7.2 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.

## **8. Serious sanctions**

### **8.1 Detention**

Pupils can be issued with detentions during break or lunch times.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- › Compromise the pupil's safety
- › Conflict with a medical appointment.

### **8.2 Removal from classrooms**

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 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 SLT and will be removed for a maximum of a full day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the 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.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- › Meetings with learning mentors
- › Use of Learning Support Assistants
- › Short term behaviour report cards
- › Long term behaviour plans
- › Pupil support units
- › Multi-agency assessment

- › Professional help from the SCIL team.

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 in the behaviour log.

### **8.3 Suspension and permanent 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 headteacher and only as a last resort. Please refer to our exclusions policy for more information.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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 the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school 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:

- › Short, planned movement breaks for a pupil with SEND, who finds it difficult to sit still for long
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- › Training staff in understanding conditions such as autism
- › Use of separation spaces (sensory zone or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

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

When considering a behavioural sanction for a pupil with SEND, the school 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 aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school 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.

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

The school's 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 specialist teachers, 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.

### **9.4 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 the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

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## **10. Pupil transition**

### **10.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **10.2 Preparing outgoing pupils for 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.

## **11. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint
- › The needs of the pupils at the school

› How SEND and mental health needs impact behaviour  
Behaviour management will also form part of continuing professional development.

## **12. Monitoring arrangements**

### **12.1 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, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed continually by SLT.

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.

### **12.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and the 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 Headteacher – Nair Ishtiaq.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Using reasonable force policy

## **Appendix 1: Written Statement of Behaviour Principles**

- › Every pupil understands they have the right to feel ready, respectful and safe, and to be able to 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 suspensions and 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 governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

## Appendix 2: Behaviour Log

Date	Name of Child	Class	Incident	Reported by	Follow up Actions (if appropriate)

### **Appendix 3: Restorative Practice Questions**

What happened?

What was unusual about today's lesson?

What were you thinking at the time?

How did you feel at the time?

What have you thought since?

Why do you think things went wrong?

Who might have been affected by your actions?

How have they been affected?

What would make it easier for us to work together?

What would make the next lesson go really well?

How can we repair this?

Where do we go from here?

Who could help us with the next steps?

If you had the lesson again, what would you change?

#### **Appendix 4: Positive Reminder Script**

“This isn’t the behaviour I expect, this isn’t the Brackenhill way. Remember yesterday when I spoke to you about how good that work was? And how well you worked? That is the behaviour I need to see from you today.”

## Appendix 5: Private Word Script

1. Start with curiosity – open the conversation: “Are you ok? I was wondering what is up.”
2. Accept where we are “I asked to speak to you because I noticed you were struggling to follow our rules.”
3. Signal where we are going “I want to get you back inside the classroom and working.”
4. Reset expectations. “We have agreed that ‘safe’ is one of our school rules, I need you to... “
5. Offer help. “What do you need most right now to get you back to learning?/ How can I help you now?”
6. Plan to go back in “Breathe. When we go back in, I am going to make it easy for you to go back to your desk, with no shame.”

## **Appendix 6: Reflection Letter Template**

**This is to provide pupils with the opportunity to reflect on their behaviour:**

What happened?

Why?

Who has been affected by your behaviour? How do you think it made them feel?

Why is this not in line with our school rules?

What could you do differently in the future?



## Appendix 7: Staff Handout

All children start on **Gold** every session.

Step 1: **(Green)** Positive Reminder (see script in notes) + Take-Up time.

Step 2: **(Black)** Private word outside classroom (see script in notes) + Take-Up time

Step 3: **(Yellow)** Positive Reminder again + Take-Up time

Step 4: **(Red)** Consequence (lunch time detention and phone call home)

Script for positive reminder (after Step 1 and 3):

“This isn’t the behaviour I expect, this isn’t the Brackenhill way. Remember yesterday when I spoke to you about how good that work was? And how well you worked? That is the behaviour I need to see from you today.”

Script for private words outside classroom (after Step 2):

1. Start with curiosity – open the conversation.  
“Are you okay? I was wondering what was up.”
2. Accept where we are.  
“I asked to speak to you because I noticed you were struggling to follow our rules.”
3. Signal where we are going.  
“I want to get you back inside the classroom and working.”
4. Reset Expectations.  
“We have agreed that “safe” is one of our school rules. I need you to...”
5. Offer help.  
“What do you need most right now to get back to learning? / How can I help you now?”
6. Plan to go back in.  
“Breathe. When we go back in, I’m going to make it easy for you to go back to your desk, with no shame.”

Notes:

When you need to speak to a child about their behaviour, don’t point out faults and don’t unpick what has just happened. Give the positive reminder or have the Private Word (step 2) outside of the classroom: PIP and RIP (Praise in Public / remind in Private).

Step outside. Stay quiet and calm. Drop your shoulders and breathe. Don’t use “teacher voice”. Show humility and curiosity. Keep a distance of 2 metres. Let them keep their hands in their pockets – don’t pick up on physical reactions unless it stops the conversation from happening. If keeping their hands in their pockets is regulating them – let it happen. Ignore the smirk – it’s irrelevant. Avoid repetition, don’t say “This is the third time, etc.”

Don’t repeat the situation to other staff in front of the child once it has been dealt with – avoid the “You won’t believe what this child has done...” If they have already had the positive reminder / private word about behaviour, move on to the next step.

This will take a lot of adjusting and we won’t get it right straight away 100% of the time. It will feel awkward, unnatural and difficult at first. Let’s be kind to ourselves, be honest in our reflections and try again.

## **Appendix 8: Behaviour Scenarios**

### **Scenario – Sexual harassment:**

Child A (male) was accused of using inappropriate, sexualised language towards Child B and C (females).

Approach:

Each part is spoke to individually to ascertain their version of events (usually by the pastoral team).

If there are any witnesses, they are also asked for an account of what happened. This is done individually.

Pastoral team (or other members of staff) would then feedback to SLT in regards next steps.

Parents of both the perpetrator and victim would be informed – where appropriate the perpetrator tells their parent what has happened. Where a case is not clear cut, parents are still informed so that they are fully aware of the situation.

Mentor support is provided for both parties in order to educate pupils about boundaries and the effect of their actions.

### **Scenario – Online safety**

Child A (Female) allegedly sent a photo/video of her private parts to her 14 year old neighbour (Male).

The child would be asked for their version of what had happened.

Even if the child denies this has happened, SLT and parents would be informed.

Support is offered to the parent to ensure appropriate parental controls are in place to protect the child.

School will provide bespoke support around e-safety and where appropriate PCSOs will also give advice to the parent and child.

### **Scenario – Substance abuse**

The parent of Child A (Female) told the school that she is vaping, using vapes she found in the park, with her friends (outside of school) and that the parent needed support.

Pastoral member of staff would go through with the parent the discussion they would be having with Child A so the parent is fully aware of what information is being shared.

Mentoring support around the dangers of substance abuse would be provided for as long as necessary for Child A to understand.

Early help support would be offered to the parent as they are struggling with school support.

Parents would be advised to seek medical support due to the nature of the incident.

### **Scenario – Homophobia**

Child A (Male) told the teacher that 3 boys in his class had called him gay.

Each party is spoke to individually to ascertain their version of events (usually by the pastoral team).

If there are any witnesses, they are also asked for an account of what happened. This is done individually.

Pastoral team (or other members of staff) would then feedback to SLT in regards next steps.

Both parties are then spoken to and it's explained that 'gay' isn't a bad word and shouldn't be used as a slur.

Parents of the victim and perpetrator are informed.

A restorative meeting is undertaken so that the perpetrator can empathise with the victim.

Mentor support is provided for both parties in order to educate pupils.

Where homophobia is malicious, this would be logged with a LA.

### **Scenario – Racism**

Child A saw a child crying and had said to him, 'Look at your black face.'

Each party would be spoken to separately and any witnesses to the event in order to ascertain what has happened.

Staff member would then feedback to SLT in regards next steps.

Member of SLT would speak to the perpetrators and explain the seriousness of the situation.

Parents of both children would be informed, where appropriate, the perpetrator would speak to their parent on the phone.

Mentoring with the perpetrator would be provided to educate them on the impact of their words and how these can affect other people.

Support would be provided to the victim.

Where racism is malicious, this would be logged with a LA.

### **Scenario – Bullying**

Child A and B were bullied by other members of the class by vocally exclaiming that they wouldn't stand next to them on several occasions and also acting repulsed if they had to touch items these children had used.

Each party would be spoken to separately and any witnesses to the event in order to ascertain what has happened.

Staff member would then feedback to SLT in regards next steps.

Member of SLT would speak to the perpetrators and explain the seriousness of the situation.

Perpetrators would all make a phone call home and receive a consequence in line with the school behaviour policy.

Victim would be provided with mentoring support and perpetrators would be educated around the impact of bullying.

The situation would be monitored closely.

### **Scenario – Low level behavior**

Child A gets up out of his chair and walks around the classroom. Child A is a positive reminder and take time.

Twenty minutes later, the same child shouts out. The teacher has a private word with Child A.

Later in the lesson, Child A takes his partner's pencil. Child A gets a final positive reminder and some take up time.

Finally, Child A shouts out again. Child A will be given a lunchtime detention and a phone call home.

- Where a child has additional needs adaptations will be made in agreement with SLT. Where behavior is extreme and uncommon this will be referred to SLT immediately.