



Believe to Achieve! "Roots will grow down into God's love and keep us strong" EPH 3:17

BEHAVIOUR POLICY

We aim to ensure that:

- ✓ Everybody in the school understands their rights and responsibilities
- ✓ Pupils are encouraged to follow rules and routines
- ✓ Pupils are aware of the consequences of acceptable and unacceptable behaviour
- ✓ Everybody in the school uses restorative justice practises

Adults and pupils share the following rights and responsibilities:

Rights:

- ✓ To be treated with respect and dignity
- ✓ To feel safe
- ✓ To be able to learn.

Responsibilities:

- ✓ To manage our own behaviour
- ✓ To treat others with respect and dignity
- ✓ To co-operate with others
- ✓ To work within the agreed system.

Teachers are responsible for all of the pupils in the school and set high standards by:

- ✓ Showing respect for pupils and other people
- ✓ Showing respect for property
- ✓ Establishing clear routines
- ✓ Creating a stimulating learning environment
- ✓ Teaching effectively
- ✓ Being good timekeepers
- ✓ Establishing links with parents

Our pupils have the right to feel safe and to receive high quality teaching so that they can learn effectively. Therefore we will:

- ✓ Communicate with pupils, and develop good relationships
- ✓ Establish and maintain a calm, purposeful atmosphere
- ✓ Encourage pupils to abide by the golden rules
- ✓ Use rewards and reinforce acceptable behaviour
- ✓ Use the language of choice
- ✓ Use consequences fairly and consistently
- ✓ Encourage pupils to take responsibility
- ✓ Use Circle Time to discuss issues and develop self-esteem.

Developing good relationships

Our ability to behave and learn well is affected by how we feel about ourselves - our self-esteem. Our feelings of worth or self-esteem develop from relationships with each other. Pupils will model themselves on adults in the school, therefore it is vital that we are aware of the need to build up the quality of relationships; adult to adult; and adult to pupil, to set the best possible example to pupils. In all relationships adults need to:-

- ✓ smile, show warmth
- ✓ know the name of the person we are communicating with - and use it
- ✓ listen carefully
- ✓ give positive attention
- ✓ show basic courtesies
- ✓ ask questions gently
- ✓ make sure we do not interrupt
- ✓ ensure that we do not 'put down' the other person
- ✓ be spontaneous and honest
- ✓ share feelings
- ✓ take action where necessary
- ✓ be seen to be fair

All members of staff work together to put this policy into practice and it is essential that we work as a team. Within that team, leadership is given by the Head Teacher, Deputy Head teacher, Inclusion Manager and Subject Leader for Personal, Social and Health Education (PSHE). The Subject Lead for PSHE can give support to colleagues. The Inclusion Manager liaises with teachers of pupils with My Support Plan's with behaviour targets, and with colleagues from outside agencies including:

- ✓ Social Services
- ✓ Parent Support Advisor (PSA)
- ✓ Behaviour Support

Policy Into Practice

Golden Rules are displayed in every classroom. They are negotiated with each class and may be modified during class discussions. They are positive, realistic and manageable and are based upon the following:

- ✓ Listen carefully
- ✓ Try your best
- ✓ Respect other people
- ✓ Be prepared for every lesson
- ✓ Always walk round the school sensibly and safely
- ✓ Respect property and take care of possessions.

Classroom Rules & Routines

The Class Teacher and the pupils will establish the classroom rules/routines specific to their class. These rules will be displayed as a reminder to everyone within the class and revisited regularly.

School Rules/Routines

Specific rules/routines need to be established for certain places and activities to retain focus and maintain safety. These places are:-

- ✓ In whole school assembly
- ✓ Walking around the school

- ✓ In the playground and at playtimes
- ✓ In the dining hall
- ✓ In the toilets
- ✓ In the nature area
- ✓ On the field
- ✓ On the school bus
- ✓ In after school clubs

Restorative Justice

At Brinkworth Earl Danby's we use restorative practices to encourage all staff and pupils to listen without judgement. To help everyone involved we use 6 agreed restorative questions which all staff carry and have devised a Restorative Practise activity pupils might be asked to complete as and when required.

We aim to encourage pupils to be empowered, share their thoughts/feelings, empathise and come up with ideas of how to repair relationships and resolve issues.

Through restorative practice we hope to encourage:

- ✓ reflection
- ✓ awareness
- ✓ communication
- ✓ responsibility
- ✓ choice
- ✓ empathy
- ✓ mindfulness

A Restorative Practise poster will be displayed in all classrooms.

Sanctions and Rewards

Emphasis is placed on promoting desirable behaviour in positive ways. We have made a conscious effort to use **rewards**, which have been discussed with and explained to the pupils. These include:

- ✓ Verbal and non-verbal praise
- ✓ Stamps and stickers
- ✓ Certificates
- ✓ Postcards home
- ✓ Display of work
- ✓ House points and golden time
- ✓ Class/table rewards

Consequences must be used fairly and consistently. These are discussed with each class and involve:

- ✓ First warning via words/name on board
- ✓ Second warning
- ✓ Time out
- ✓ Completion of Restorative Practise activity (copies to be retained by Class Teacher and Head Teacher)
- ✓ Loss of privilege such as part of playtime/time out
- ✓ Inform Head Teacher or member of Senior leadership Team (SLT)
- ✓ Inform parent
- ✓ Send to Head Teacher or member of SLT

When a pupil behaves in a way which is unacceptable, it is important to explain that the pupil has a choice. The language of choice is used. E.g. 'you need to...'. If unacceptable behaviour continues, a consequence must occur. In extreme cases of unacceptable behaviour, the Head Teacher must be involved. It is important that communication with parents takes place through:

- ✓ Home school agreements
- ✓ Home/School books for individual pupils
- ✓ Newsletters
- ✓ Pupil's work with regard to rules, rewards and consequences
- ✓ Meetings with groups of parents
- ✓ Phone calls and discussion about individual pupils on specific issues.

If a pupil **demonstrates persistent unacceptable behaviour**, contact with parents is essential and the Inclusion Manager and outside agencies maybe involved.

It may be necessary to:

- ✓ Define the problem
- ✓ Observe/record/analyse
- ✓ Agree a programme to address issues
- ✓ Develop positive relationships.

In extreme circumstances the Head Teacher may exclude a pupil. This may need to be exercised by the teacher in charge in the absence of the Head Teacher. The guidance for this process is contained in the [**Exclusion from maintained schools, academies and pupil referral units in England**](#) document from the Department of Education (DfE) 2017.

Exclusion can be used in cases of physical aggression, non-physical attack, disruption and rule breaking, possession of a weapon, drugs involvement, smoking or a criminal act against the school.

A 'Red Card' system is available for use in an **emergency**. A red card is located in each room and each member of staff has a red card on a lanyard. The teacher sends a pupil to another adult with the red card as a sign that immediate assistance is required. The receiving adult is required to respond straight away.

In exceptional circumstances it may be necessary to use force to control or restrain a pupil. Guidance has been given and must be followed. A number of staff are Team Teach trained. A written report must be completed in relation to any such incident.

Bullying

Bullying will not be tolerated. If anyone perceives themselves to be bullied it will be dealt with immediately and sensitively. All pupils at Brinkworth Earl Danby's are encouraged to share their worries with an adult. We ask all adults to discuss any worries disclosed to them by a pupil or any inappropriate incidents they have seen or had reported to them with the Head Teacher immediately. The concerns can then be dealt with sensitively and confidentially. The school's Anti-Bullying Policy has been written by the School Council and shared with all pupils.

The Anti Bullying Policy and Charter is attached to this policy.

School Rules and Routines

School Assembly

Enter the hall silently

Sit in designated class areas

Sit cross legged with their hands in their lap (unless unable to do so due to medical constraints)

Listen politely to those conducting the assembly

Be respectful and participate positively

Put hand up before speaking

When directed, leave the assembly quietly

Walking Around the School

Walk around the school

Hands should be behind your back

Be quiet when moving about the school

Open doors for others

Playtimes

Stay on the playground unless a member of staff tells you otherwise

Remember to be quiet in the quiet area

Do not climb on anything other than the designated play trail

When the whistle sounds, stop and listen

Always play sensibly

At the end of playtime, walk to the class line and stand quietly

On Site Rules (applicable to all persons at all times when on school grounds)

Do not climb on anything within the school grounds (other than play trail)

Do not use any school equipment unless supervised by an adult

Do not ride any personal bikes, scooters etc. within school grounds

Treat property and others with respect

Do not enter school grounds when the school is closed

Expected Behaviour with other adults

We expect all pupils to follow the rules regardless of the adults working with them. This behaviour is expected with visitors to our school and also when representing our school in the wider community.

Circle Time

Each class holds a regular circle time. This is planned for in teacher's termly plans. This is a learning strategy, when the whole class, including the teacher, take part in activities to promote positive behaviours. This time encourages everyone to feel a more valued and committed member of the class. This can include co-operative activities, talk time and drama strategies to ensure that every pupil experiences success and has a voice.

Circle times also allow pupils to express their concerns and worries and devise solutions with the rest of the group.

Working with parents

It is the stated policy of Brinkworth Earl Danby's to keep all parents well informed about day to day school life. We do this by displaying policies on the website, publishing regular newsletters, updating the school brochure, holding parents' evenings and through formal and informal discussions. We will always strive to take the initiative if groups or individual parents need to be informed of our actions. If we are working with a pupil with specific behaviour problems we will endeavour to come up with strategies for correcting this behaviour which can be applied both in school and at home. Parents and teachers are expected to meet regularly to review progress.

Violence and Aggression and Physical Restraint

For aggression and violent behaviour, in which the pupil maliciously targets or attacks another person or object with the perceived intention to cause harm, there needs to be a separate procedure.

In line with Local Authority (L.A.) and government guidelines the school operates a Violence and Aggression Policy.

At Brinkworth Earl Danby's the aim is always to work with pupils and parents in a positive and constructive way. The school, however, recognises the requirements of Circular 10/98 Section 550A, to inform parents about action that might be taken if a pupil were involved in a serious incident, for example:-

- attack and hurt another pupil or member of staff
- run out of school
- put themselves in such a position as to cause themselves harm
- damaging property

If situations such as these arose, staff could intervene and use reasonable restraint - for example, holding a pupil's hand or arm, blocking a pupil's path. Restraint would only be used as a last resort to prevent a serious incident happening. Parents would be informed of the situation and with parents' co-operation we would work to develop a behaviour plan which would help the pupil develop appropriate behaviour patterns.

For some pupils a different behaviour plan may need to be drawn up. (My Support Plan)

If restraint is required, or if violent behaviour is witnessed:

1. The pupil will be removed from the environment or the other pupils to be taken to another environment. Physical restraint to be used if necessary. **This will need two trained adults as appropriate.**
 - To ensure the safety of the pupil
 - To ensure the safety of the other pupils
 - To ensure that other impressionable pupils do not witness the behaviour.
 - To ensure the safety of any adults involved.
2. The Head Teacher or person in charge will attend the situation to ascertain what has happened and evaluate the situation.

3. The Head Teacher or teacher in charge, may telephone the parents of the pupil and request that they be collected immediately.
It is unfair to expect staff to deal with a pupil after such behaviour. Everyone concerned needs time to reflect, calm down and discuss how to move on. If it is not possible, for any reason, to send the pupil home there needs to be an area within the school where the pupil can be removed to. There should be two adults. The pupil must see this as a sanction not a reward.
4. An Incident Report is to be completed by the person in charge of the pupil at the time of the incident. Supporting evidence should be incorporated.
5. When the pupil returns to school...he/she will be first seen (with parents) by the Head Teacher or person in charge, before returning to his/her class. The pupil will be expected to apologise to members of staff involved. Parents will be seen at the end of the day by a member of staff to discuss any matters.
6. At the meeting with parents it will be explained that should another incident occur the pupil will be excluded for a period at the discretion of the Head Teacher.

Issues of behaviour will be explored within the classroom following any incidents.

This Policy should be read in conjunction with:

- ✓ Home-School Agreement
- ✓ Child Protection Policy
- ✓ Emergency Procedures
- ✓ Anti Bullying Policy
- ✓ Learning and Teaching Policy
- ✓ Equalities Policy
- ✓ Special Educational Needs (SEND) Policy
- ✓ Personal, Social and Health Education (PSHE) Policy

Other supporting material includes:

- ✓ Assertive Discipline – Lee Cantor
- ✓ Circle Time – Jenny Mosley
- ✓ SEND Code of Practice
- ✓ Guidance re Use of Force to Control or Restrain Pupils (Circular 10/98)
- ✓ Social and Emotional Aspects of Learning (SEAL) materials
- ✓ Learn4Life materials
- ✓ Team Teach Courses
- ✓ Emotional Literacy Support Assistant (ELSA)



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ANTI BULLYING POLICY

Our aim

The aim of our anti-bullying policy is to clarify for pupils and staff that bullying is always unacceptable. We wish to encourage an environment where independence is celebrated and individuals can flourish without fear. Every pupil has the right to be safe and happy, and to be protected when feeling vulnerable.

Objectives

- All governors, teaching staff, non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy on bullying is and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying very seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

The staff, pupils and governors have signed an anti-bullying charter (see appendix 1).

Definition of Bullying

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not.

Bullying can be:

- Physical
- Verbal (including homophobic and transgender name calling)
- Cyber
- Indirect e.g. spreading stories, excluding someone from the group.
- Harassment
- Vandalism

It is:

- deliberately hurtful, humiliating or harmful
- repeated – it goes on for a while or happens regularly
- involving someone (or several people) who are stronger in some way than the person being bullied. They may have more power, are older, stronger, there are more of them or they have some 'hold' over the target which makes it difficult for the victims to defend themselves
- potentially damaging to the school community

It is not:

- a one off fight or argument
- a friend sometimes being nasty
- an argument with a friend

Bullying can be identified by adults who notice:

- marks on a pupil
- changes in a pupil's work or behaviour
- a pupil who seems frightened or isolated
- comments made in a discussion or circle time

It is important that:

- pupils are listened to
- pupils are encouraged to share their problems
- action is taken when issues arise

This action should involve:

- information given to the Head Teacher
- listening to victims and witnesses and alleged bullies
- contacting the parents of victims to discuss the issue
- following up incidents to ensure resolution of the issue
- taking further action if necessary
- making a record of further incidents
- information given to relevant bodies as needed

This policy should be read in conjunction with:

- Home-school agreement
- Learning and Teaching Policy
- Equal Opportunities Policy
- SEND Policy
- Curriculum Policy

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Revision	Date	Changes	Purpose of Issue	Originator
Issue 1	2008	First Issue	FGB approval	SFC
Issue 2	2009	Updated	FGB approval	SFC
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Revision	Date	Changes	Purpose of Issue	Originator
Issue 1	2009	First Issue	FGB approval	SFC
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