



BRUCHE PRIMARY SCHOOL

RATIONAL

At Bruche Primary we aim to maintain a friendly and caring atmosphere where everyone in school treats each other with courtesy, respect and tolerance. We believe it is important to encourage pupils to behave in a caring, co-operative and self-disciplined manner and to always try their best. Children are expected to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We also believe that it is important to develop positive self-images and attitude.

PURPOSE

- An atmosphere exists in which the highest standards of teaching and learning can take place.
- A sympathetic, tolerant, social environment exists where individuals treat each other with mutual respect.
- Lapses from the expected standards of behaviour are dealt with fairly and consistently.
- To enable children to become positive, responsible and increasingly independent members of the school community.
- To encourage pupils to behave in a caring, co-operative and self-disciplined manner.
- To treat all children fairly and apply this policy in a consistent way.
- To follow a positive behaviour strategy which rewards good behaviour, effort and achievements in all areas. We believe that this promotes an ethos of kindness and co-operation, good behaviour, pride in trying our best and recognition that children can achieve.

BROAD GUIDELINES

1. Recognise and reward fairly and consistently; good behaviour, regular attendance, high standards of work, achievement in all areas and effort.
2. Provide various systems for recording and reporting to parents/carers, which places an emphasis upon positive contributions to school and community life.
3. Provide forums, such as the School Council, Worry Boxes, and Children's Questionnaires, where views and concerns of pupils can be expressed and acted upon where appropriate.
4. Maintain clear and high expectations of behaviour, ensuring that the consequences of not meeting expectations are fully understood
5. Unacceptable behaviour is fairly and consistently addressed in line with the school disciplinary procedures.

6. SCHOOL EXPECTATIONS OF BEHAVIOUR

1. **Listen**
2. **Do as asked**
3. **Work well with others**
4. **Try as hard as we can**

Expectations and rewards are explained in assembly and PHSE lessons at the start of the year to ensure that children are clear about the behaviour policy and develop an understanding of behaviour, consequences and self-discipline. Expectations and A Game procedures (Sanctions) are displayed in all classrooms.

7. REWARDS

All staff praise and reward children for good behaviour in a variety of ways:

- Vivo Stars – build up to prizes and privileges chosen by child.
- Classes can earn extra play time for good behaviour and manners at lunch time.
- Children receive verbal praise and privileges.
- Children share good work with the SLT.
- Each week we hold a Celebration Assembly where children from each class receive certificates for excellent effort, Outstanding Learning or work, Good Behaviour, Being Helpful or Showing Kindness.
- We reward attendance at the end of each term.
- We also reward via the 'Eve Shepherd Award', nominating children who have been extraordinarily kind or who have overcome adversity.
- Children are nominated by their peers to represent them on the School Council.
- Head Boy and Head Girl are nominated by the whole school.
- We also celebrate achievements made outside of school in our Celebration Assembly e.g. swimming badges, music exams, charity events and trophies.

8. BEHAVIOUR MANAGEMENT AND SANCTIONS

The school address behaviour through positive reinforcement and rewards but when necessary use **A Game** procedures to enforce Expectations.

1. **Thinking card** - Children asked to think about what they need to do to improve behaviour – Praise for modification
2. **Time out** – Children asked to work in Time Out area to concentrate on improving behaviour – Praise for modification
3. **Reflection Room** – Children complete reflection form in partner class to resolve the situation. Class teacher annotates form, adds to class file and informs parents at the end of the day. If a child completes 2 or more forms within a half term, their parents are requested to attend a meeting in school.

Staff can also use their professional judgement to administer additional sanctions for specific behaviours, situations and individual pupils. See **Graduated behaviour Code**.

10. PHYSICAL INTERVENTION **SEE APPENDIX 1**

Physical intervention will only occur as a last resort to prevent any harm to children or staff. The school follows Team Teach approach and adheres to LA guidance and Positive Handling Policy.

11. THE ROLE OF THE CLASS TEACHER, TEACHING ASSISTANTS AND LUNCHTIME ASSISTANTS

- It is the responsibility of teachers and teaching assistants to ensure that the School's **Expectations** are enforced in class and that the children behave in a responsible manner throughout the school day.
- Class teachers support the Executive Head Teacher in developing the children's understanding of **Expectations** and **A Game**.
- Teaching Assistants and Mid-day Assistants are also responsible for ensuring that children meet **Expectations** and behave in an appropriate way.
- All staff handle all children fairly, showing respect and understanding, and enforce the school's **Graduated Behaviour Code** consistently.
- If behaviour reaches a level in which parents are involved the class teacher liaises with them with either the Behaviour Lead or Executive Head Teacher. The teacher is responsible for seeing that any support strategies e.g. Home school behaviour chart and reward system are kept in operation. They are also responsible for alerting all staff who have contact with the child of the strategies that are being used.
- When a child has a Personal Passport to Success (PPS), it is written by the class teacher, supported by the Sendco and Inclusion Team.
- Class teachers are responsible for seeing that PPSs are followed and that all relevant staff have copies.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a social worker or LA Inclusion Team.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child or to pass on praise.
- Class Teachers keep records of low level concerns in planners.

12. THE ROLE OF THE EXECUTIVE HEAD TEACHER

- It is the responsibility of the Head Teacher to implement the school Behaviour and Discipline Policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Executive Head Teacher supports the staff by implementing the policy, by setting high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Executive Head Teacher ensures records of all reported high level incidents are collated and centrally held. See **Behaviour Incident Record – High Level**
- The Executive Head Teacher has the responsibility for exclusions and giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Executive Head Teacher may permanently exclude a

child. Permanent exclusions are only put into place after the Chair of Governors has been notified.

- At times the Executive Head Teacher may liaise with parents over concerns about their child's behaviour and work with them to develop strategies to support the child.
- When a child is sent to the Executive Head Teacher they will discuss the child's behaviour. This discussion will involve examining the child's actions, effects, expectations and the sanctions that may result.

13. THE ROLE OF PARENTS

- Where necessary, we collaborate with parents and carers so that children receive consistent messages about how to behave at home and school.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to address the behaviour of a child, we expect parents to support the actions of the school. If parents have any concerns about the way an incident has been handled, they should initially contact the class teacher and or the Behaviour Lead. If the concern remains, they should contact the Head Teacher. If still unsatisfied they should contact the Chair of Governors. If these discussions cannot resolve the problem, the Complaints Procedure needs to be followed or an appeal process can be implemented with the Trust, depending on the issue.

14. THE ROLE OF GOVERNORS

The Governing Body has the responsibility of agreeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Executive Head Teacher in adhering to these guidelines.

The Executive Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Executive Head teacher about particular disciplinary issues.

15. BEHAVIOUR BEYOND THE SCHOOL GATES **SEE APPENDIX 1**

Schools have the power to exercise discipline beyond the school gates. As part of the regular review of the school behaviour and discipline policy, we will remind pupils and parents that this power exists. Schools work with wider partners, such as their Safer School Partnership officer or local Police Community Support Officer to ensure that there is good behaviour on the way to and from school and to tackle inappropriate behaviour outside the school gate.

16. FIXED TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. See **Behaviour Incident Record – High Level** and **Graduated Behaviour Code**.

Only the Executive Head Teacher has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school

year. In extreme and exceptional circumstances the Executive Head Teacher may exclude a child permanently. It is also possible for the Executive Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

17. DRUG AND ALCOHOL RELATED INCIDENTS **SEE APPENDIX 1**

It is the Policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day the parent or carer should notify the school.

- Our school takes very seriously misuse of any substances. The parents or carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a fixed term or permanent exclusion. Additionally, external services may be contact where necessary.

18. MONITORING AND REVIEW

- The Head Teacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour.
- It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality and bullying incidents including homophobic to ensure that no child is treated unfairly. Records are kept of all incidents and a record of these is reported regularly to the LA.

19. INCLUSION

At Bruche Primary School we value the contribution of every child in the life of our school. We recognise that sometimes all of us need additional support to be able to give of our best. We will ensure that the learning styles of all children will be catered for and children with emotional and behaviour difficulties will be managed and supported by the teacher within class; and by support staff on an individual basis both within class and out of class. In the case of a child having behavioural special needs, the school, acting in partnership with the parents/carers of the child concerned, will draw up a PPS. This plan will include smart targets and be designed to ensure improvements in the child's behaviour over a specified time period. When required, rewards and sanctions will be broken down into smaller steps in order to help children to make the right choice. Where a pupil's behaviour is ongoing and presents issues of safety, then other plans such as a physical restraint plan or a risk assessment may be required. Where necessary outside agencies will be asked for support and a referral will be made to an external agency or to a multi-agency forum as appropriate.

20. ANTI BULLYING

At Bruche Primary School we provide a safe supportive environment in which to learn. We have clear strategies for preventing, countering and responding to bullying.

Our anti-bullying policy explains these in full.

Bullying can be physical, verbal or emotional, direct [e.g. hitting], or indirect [e.g. Cyberbullying], and is repeated over a period of time by a single person or a gang. It is a **wilful, conscious, planned** desire to hurt, threaten or frighten someone and a there will be a **clear shift in the balance of power**.

All pupils know that there is a member of staff that they can go to report and or discuss bullying. This person will handle any information or situation discreetly and in line with agreed policy. We have a clear format for recording incidents.

Procedures to Follow

- Listen carefully to pupils and provide them with opportunities to express views and opinions – both verbal and written.
- Adopt a problem solving approach which moves pupils on from justifying themselves.
- Ensure Executive Head Teacher is made aware of any bullying to ensure it is recorded in the Behaviour File and monitored.
- Racial or homophobic harassment is reported to the Executive Head Teacher and is recorded separately.
- Use appropriate sanctions – discuss with Executive Head Teacher.
- If bullying persists parents are contacted.
- In extreme cases when other solutions have failed, exclusion may be considered.

APPENDIX 1

ADDITIONAL TO SECTIONS 10, 16 AND 20

Behaviour when not on school premises:

The Governors and the Headteacher reserve the right to sanction any pupil whose behaviour may adversely affect other individuals, or affects the reputation of the school, even whilst the pupil may not be on the school premises.

At Bruche CP Primary School we have adopted the following **DFE 2012 guidance to heads and governors**. This guidance advises that:

“School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of reasonable force: All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Allegations of abuse against staff: Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations 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 must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.” (Ensuring good behaviour in schools 2012)

Appropriate disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

Appendix 2 EXCLUSION CHECKLIST

This checklist is to be used to ensure that all procedures have been followed correctly. This side is to be completed by the person recommending the exclusion.

Pupil _____ Class _____

Stage on SEN code of Practice

Class Action/School Action/ School Action Plus/Statement

Establishing the grounds for exclusion

High Level Incident sheet attached giving full description of the incident, which can be used when reporting to parents and governors at appeal.

Evidence attached that the pupil has had a fair chance to put their side of the situation – a written statement and/or notes on the interview.

Written statement from member of staff involved.

Corroborating evidence attached and/or evidence of a full investigation.

Previous exclusion details attached if appropriate.

Evidence of intervention (current care plan / Permanent Educational Plan (PEP) attached).

Recommendation

Fixed term exclusion.

Referral to Chair of Governors.

Permanent exclusion.

Start date _____ End date _____ Number of days _____

Return arrangements

_____ (name, time and place for return interview)

Wording of documentation

Repeatedly breaking terms of contract

Violence or threatening behaviour towards staff

Repeatedly defying staff

Grossly abusive language to staff

Bullying

Violence to another pupil

Malicious vandalism

Drug related incidents

Seriously endangering the safety of others

Further details of incident

Date _____ Day _____ Time _____

Place _____

Initials of staff involved _____

Brief description of incident (usually a single sentence summarising the incident sheet(s))

Recommended by _____

Executive Head Teacher _____

Communication and feedback:

Parents contacted and collected pupil

Teacher originally involved informed of outcome (if not the class teacher)

Class teacher informed by copy of exclusion letter via Staff tray

Teaching staff informed

Sendco and Behaviour Lead informed

Case conference held if appropriate

Completed by _____

The Executive Head Teacher will make a record of the interview with parents, period of monitoring and amendments to PPS/Care plan and then return the whole exclusion file to the Inco team.

Record of re-admission interview with parents and pupil

Apology made

PPS reviewed if appropriate

Date of next review

Staff signature _____

Date _____

Pupil _____ Class _____