



The Bramptons Primary School

BEHAVIOUR POLICY

1.0 Introduction

- 1.1 At The Bramptons Primary School, we believe that good behaviour is vital in creating and maintaining the welcoming, nurturing, inspiring and challenging ethos that we believe underpins quality learning. We also recognise that a high standard of self-conduct is an essential life skill, without which our pupils will not be able to fulfil their potential in whatever field that lies.
- 1.2 The Bramptons adopts the principles of a restorative approach to addressing issues relating to behaviour. We also approach each day as a new start and will avoid, wherever possible, the need to refer back to previous incidents.

2.0 Values

- 2.1 The values adopted by the school are Respect, Courtesy, Perseverance, Honesty, Compassion and Loyalty. It is expected that all members of the school community will abide by these values and will behave accordingly.

3.0 A Restorative Approach

- 3.1 The restorative approach is to challenge, with support, those that behaved inappropriately to find a solution that is meaningful and meets the needs of those that have been harmed.
- 3.2 The approach is based on using five questions to address incidents of conflict or inappropriate behaviour. They are:
- What's happened?
 - What were you thinking at the time?
 - Who has been affected?
 - In what way?
 - What needs to be done to make things right?
- 3.3 The focus is on the harm done to others, responsibility and problem solving, any unmet need behind the behaviour and rebuilding and strengthening relationships within school including those between pupils, those between members of staff and pupils, those between members of staff and parents/carers and those between parents/carers. It does not focus on rule-breaking, blame, guilt or adversarial processes.
- 3.4 A restorative approach is known to positively impact on behaviour, attendance and attainment.
- 3.5 Sanctions will still be applied, where appropriate, as a consequence of unacceptable behaviour but will be in conjunction with a process that encourages those involved to consider the five key questions above.

4.0 Promoting Good Behaviour

4.1 The Whole School community will seek to:

- ◆ Abide by, demonstrate and promote the school values; Respect, Courtesy, Perseverance, Honesty, Compassion and Loyalty.
- ◆ Agree a clear, simple system of rewards and a process, based on the restorative approach to deal with unacceptable behaviour.
- ◆ Celebrate the achievements of individual pupils (academic or otherwise) through the use of display, assembly and the sharing of successes with others.

4.2 All Staff will abide by the Staff Code of Conduct.

5.0 Child on Child Abuse

5.1 Child on Child Abuse is any abuse of a child or children that is perpetrated by another child or children. Types of abuse include bullying (including online), physical abuse including hitting, punching, shaking, biting, hair pulling, sexual harassment and violence and verbal abuse. Bullying is behaviour that is repeated and is intended to hurt someone physically or emotionally. Bullying can often be aimed at groups with protected characteristics.

5.2 We recognise that children with SEN are more likely to be victims of child on child abuse.

5.3 A key element of minimising opportunities for child on child abuse is a robust Behaviour Policy that is implemented fairly and consistently.

5.4 All child on child abuse is unacceptable. For more information please see our Safeguarding Policy.

6.0 Pupils with SEND

6.1 The school recognises that some behaviours are more likely to be associated with particular types of SEND. For example, a pupil with SEND may react differently in a given situation or they may find it more difficult to follow instructions.

6.2 The needs of the individual child will be taken into consideration when managing behaviour and specialist help in relation to this may be necessary. Additional behaviour support will be provided which may include minimising the triggers that lead to misbehaviour, changing class seating plans or building in additional breaks.

6.3 The School will engage proactively with parents/carers of pupils with SEND in relation to behaviour.

6.4 Where a pupil has an EHC Plan, the school will contact the Local Authority in relation to any behaviour concerns at an early stage and consider requesting an early annual review prior to making a decision to suspend or exclude the child.

6.5 It is also important to recognise that misbehaviour is not necessarily associated with a pupil's SEND.

7.0 Looked-After and Previously Looked - After Children (children who have a social worker)

7.1 For pupils with a Social Worker, education is an important protective factor, providing a safe place for the children to access support, be visible to professionals and realise their potential. If a child with a social worker is likely to be at risk of Suspension or Permanent Exclusion the Head Teacher will engage with the Social Worker and parents/carers at an early stage so alternative measures can be explored.

8.0 Unacceptable Behaviour

8.1 Any behaviour that does not uphold the school values is unacceptable.

9.0 Process for dealing with unacceptable behaviour & sanctions

9.1 In addressing unacceptable behaviour and conflict staff will work with the parties concerned to consider the key questions in paragraph 3.2. and will seek to rebuild and strengthen the relationships involved.

9.2 In some cases it may also be necessary to use sanctions. The four stages are shown below but staff will use their professional judgement when applying them. These sanctions are most suitable for use inside school.

Stage 1 – Warning – no consequence

Stage 2 – Moved within the class for “time out”.

Stage 3 – To the Head Teacher.

Stage 4 – The Head Teacher will contact the parents/cares regarding the pupil's behaviour.

9.3 Pupils that need a more long-term approach to Behaviour Support may be issued with a Behaviour Monitoring Sheet which is completed by a member of staff after every session and then reviewed by the Head Teacher at the end of each day.

10.0 Management of more significant behaviour issues

10.1 The consequences for not following the school values, particularly outside lesson time.

- Any pupil who hits, kicks or physically or verbally abuses another person, whether as an instigator or in retaliation, will receive break time and lunch time detentions where they will be expected to reflect upon why they are in this situation.
- If this happens on a second occasion in the same half term, the detentions will be applied a second time. Parents/carers will be notified in writing and a copy of the letter will be placed in the pupil's permanent file.
- If this happens on a third occasion, parents/carers will be called into school in order to sign a behaviour contract fully detailing our expectations of behaviour. A copy of this will be placed on the pupil's permanent file.

- 10.2 Failing to meet the requirements of the behaviour contract will lead to fixed term and possibly permanent exclusion. This will be noted on the pupil's permanent record.
- 10.3 Depending on the seriousness of the situation, we reserve the right to start the pupil at any stage of this plan.

11.0 **Investigating Incidents of Unacceptable Behaviour**

- 11.1 Where investigation in relation to unacceptable behaviour is necessary, this will be undertaken by the Head Teacher, or in his absence the Senior Teacher.

When establishing the facts the Head Teacher must apply the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not a fact is true rather than the criminal standard of 'beyond reasonable doubt'. Therefore, the Head Teacher must accept that something happened if it is more likely that it happened than it did not happen.

- 11.2 The Head Teacher will:-

- Speak to all children involved in the incident.
- Speak to any witnesses about what took place
- All pupils will be given the opportunity to speak openly and freely. They will not be coerced or led in any way.
- Where necessary a written record of the discussions will be made.
- When all pupils have given their prospective on what happened, the Head Teacher or Senior will reach a conclusion, on the balance of probability, about what actually took place.
- Once a conclusion has been reached, he will speak to the children involved encouraging them to think about the effect of their actions on other pupils, what they could have done differently and what they can do to improve the situation going forward.
- If sanctions are necessary, they will applied in accordance with this policy.
- Notify parties as necessary in accordance with this policy.

12.0 **Suspension (Fixed-term exclusion)**

- 12.1 Suspension is a behaviour management tool whereby a pupil is temporarily removed from the school. This gives a clear signal that pupil's behaviour is unacceptable and that their current behaviour may be putting them at risk of permanent exclusion.
- 12.2 Only the Headteacher of a school can suspend a pupil on disciplinary grounds.
- 12.3 If a pupil is suspended for a fixed term the school will set and mark work for the first five days. For suspension or more than five days the school must arrange suitable full-time education from the 6th school day. A pupil can only be suspended for a total of 45 days in a school year.
- 12.4 A suspension can also be for parts of a school day. For example, if a pupil's behaviour at lunchtime is unacceptable they can be suspended for lunchtimes only.
- 12.5 In exceptional circumstances, usually when other evidence has come to light, a further suspension or permanent exclusion may be issued to begin immediately after the first initial suspension period.

13.0 Challenging Suspension

13.1 If a parent/carer disagrees with the Suspension they can ask the Fully Governing Body to overturn the Suspension if either :-

- The pupil has been excluded for more than five days
- The Suspension means that they miss a public examination or national curriculum test

13.2 If the Suspension is for fewer than five days, parents/carers can ask the Full Governing Body to hear their views but they cannot overturn the Head Teacher's decision.

13.3 The Chair of Governors can be contacted by email at chair.governors@bramptonprimary.uk.

14.0 Permanent Exclusion

14.1 The decision to a exclude a pupil permanently will only be taken:-

- In response to a serious breach or persistent breaches of the Behaviour Policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

15.0 Challenging Permanent Exclusion

15.1 If a pupil is permanently excluded they will be invited to a review meeting with the Governors within 15 days of the Exclusion.

15.2 If Governors do not overturn the Exclusion parents/carers can ask for an independent review by the Local Authority. Governors will advise the parents/carers how to do this.

15.3 Parents/carers can request that a Special Educational Needs expert to attend if their pupil has a Special Education Need and parents/carers should make this request as part of their application for an Independent Review.

15.4 If a pupil remains excluded following the Independent Review parents/carers can ask the Department for Education to consider whether their case was handling correctly. However, the Department for Education cannot overturn the decision to permanently exclude.

16.0 Considering Suspension or Permanent Exclusion

16.1 When considering Suspension or Permanent Exclusion the Head Teacher will take into consider the following:-

- The school's legal duties to pupils with SEND remain in force and the school needs to make reasonable adjustments in how they support children during the suspension period. It is essential that the school ensure that the needs of children with SEND are being met and if they are not, this may be the cause or a contributing factor to their unacceptable behaviour.

- Are there any other behaviour management tools which may be effective as an alternative to suspension or exclusion? Such action should be a last resort.
- Are there likely to be any safeguarding concerns as a result of suspension or Permanent Exclusion? The school has a duty of care when sending a child home following suspension or exclusion.
- Taking into consideration the pupil's needs and circumstances, is an Off-Site Direction or a Managed-Move a more appropriate option than Permanent Exclusion?
- Has the pupil been suspended previously? If so, is Suspension the best course as action if it was not effective previously?

17.0 Behaviour that may result in Suspension or Permanent Exclusion

17.1 The Headteacher will use his professional judgement based on individual circumstances when considering whether to suspend/permanently exclude a pupil. Examples where suspension or permanent exclusion may be necessary include :-

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use or threat of use of an offensive weapon or other items prohibited by the school.
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender reassignment
- Abuse relating to disability

18.0 Suspension/ Permanent Exclusion Process

18.1 If the Head Teacher decides to suspend or permanently exclude a pupil the Head Teacher will:-

- Write to the parents/carers of the pupil immediately advising them of the Suspension or Permanent Exclusion detailing the reasons.
- Contact the Chair of Governors advising them of the action taken and why.
- Complete the necessary process to log the exclusion with West Northamptonshire.
- In the case of suspension for more than five days and Permanent Exclusions the Head Teacher will contact the Virtual Schools.

18.2 In addition, in the case of Suspension:-

- Arrangements will be put in place to set and mark work for the first five days.
- On the first day of return the parents/carers and will be asked to attend a Reintegration Meeting with the Head Teacher.
- The parents/carers will be asked to agree a Behaviour Plan before the pupil is permitted to return to school. The Plan will set out how the school will support the child going forward, how the school expects the child to behave and how parents/carers are expected to support their child and the school in improving behaviour. The proposed Behaviour Plan will be sent to parents/carers in advance of the meeting

- If agreement of the Behaviour Plan cannot be achieved consideration will be given to permanent exclusion.
- If the behaviour reoccurs and therefore the child is not behaving in accordance with the Behaviour Plan, consideration will be given to permanent exclusion.

18.3 Where appropriate, the Head Teacher will seek advice from the Chair of Governors and Safeguarding Governor and they may be invited to attend meetings with parents/carers if necessary.

19.0 Rewards

19.1 Rewards should be given whenever a pupil achieves something that is above the normal expectations for the school or is a special achievement for them. However, they should not be given out so freely that they lose their value. At the Bramptons staff and Governors can give the pupils “credits” which they record on a card and when they have five credits they then get a house point. If their achievement, or the behaviour they are demonstrating is particularly impressive they can be given a house point straight away.

19.2 Other rewards include:

- ◆ Praise a pupil through comments on a 1:1 or in front of the class, as deemed appropriate.
- ◆ Display of a piece of work.
- ◆ Sending work to be seen by the Head Teacher or another member of staff.
- ◆ Being presented with the weekly Values Award.
- ◆ Work shown or achievement discussed in assembly.
- ◆ Letter sent home to parents/carers celebrating their child’s success.
- ◆ Certificates awarded.

20.0 Record Keeping

20.1 Where necessary, the investigation of incidents of unacceptable behaviour will be recorded and retained.

20.2 Any formal meetings with parents will be minuted and a copy will be placed on the pupil’s file. Where necessary a copy of the minutes will be provided to parents/carers.

Bullying, racist or incidents of harassment are recorded and forwarded to the Local Authority on a regular basis.

21.0 Parents/Carers

21.1 Parents/carers have a key role in making a restorative approach to behaviour work effectively.

21.2 It is also important that parents/carers understand that, in some cases, sanctions may be necessary as part of the process.

21.3 **We ask parents/carers to:**

- ◆ Support the process and encourage their children to consider the impact on others as a result of any unacceptable behaviour, and what can be done in a meaningful way to rectify the situation.
- ◆ Keep us informed about any unacceptable behaviour that they are experiencing at home.

- ◆ Support children in maintaining the school values at home.
- ◆ Inform us of any trauma or other circumstances that they feel may affect their child's behaviour at school.
- ◆ Speak to the school as soon as they can if they feel that their child is experiencing problems in school that might cause their behaviour to deteriorate.
- ◆ Behave in accordance with the school values and in a way that sets an example to the children.

21.4 **The school will :**

- ◆ Deal with all pupils fairly when managing behaviour, including when considering sanctions.
- ◆ Take the individual needs of the pupil into consideration when managing behaviour.
- ◆ Ensure that parents/carers feel welcome in school so that they can discuss problems as soon as possible.
- ◆ Inform parents/carers of any issues in relation to their child's behaviour if necessary.
- ◆ Listen carefully to parents'/carers' concerns and act on them as appropriate.

22.0 **Outside Agencies**

22.1 Occasionally it is appropriate to involve outside agencies in tackling behavioural problems, particularly if there are more complex issues involved.

23.0 **Equality & Disability Access Implications**

23.1 The Behaviour Policy is applied consistently to all pupils, however, we accept that the Policy cannot be applied to some children with SEN as an individual approach needs to be taken.

24.0 **Related Policies**

Safeguarding Policy
Anti-Bullying Policy