



BEHAVIOUR POLICY

“The children here are so very proud of their school. They know that they are valued and they learn to give value to others.”

Dr. Wendy Daley. IQM Flagship School Report: February 2016.

At Bridgewater we know that good behaviour is an essential factor in achieving successful teaching and learning. We all have vital roles to play in modelling, encouraging and supporting good behaviour. We have high expectations of behaviour within a positive, caring ethos. The children understand these expectations and learn within firm boundaries and a consistent whole school approach.

It is well known that before we can understand children's behaviour, we must understand their needs. In accordance with this there is an ethos at Bridgewater that if children behave in a manner which is inappropriate within the ethos of the school, there is a reason for it that needs investigation. All children are treated fairly and with respect and we have high expectations that they will behave in this way towards their peers and the adults that work and care for them within our school community. We aim to support children to take control of their choices and understand the consequences of those choices for themselves and others.

We are also aware of the impact of other outside factors that can impact on behaviour, such as a change in circumstances, a family break-up or bereavement. Our aim is to develop trusting, open and honest dialogue with the children, parents and carers so we can work together in the best interests of the child and family.

The Scope of the Policy

The school's behaviour policy will be applied in school, but may also be applied when pupils are out of school for example on school trips, on their journey to or from school or in any other situation where the pupil is identifiable as a member of the school. The policy may be applied at any time if the behaviour could have repercussions for the orderly and safe running of the school or poses a threat to the well-being of other members of the school (for example, but not limited to, incidents of cyberbullying).

Threatening or violent behaviour, disrespectful treatment of staff and involvement in bullying, or prejudicial behaviour, always results in serious consequences. Swearing, the use of offensive language, physical aggression, or causing harm to other people or their property is not acceptable. If property is willfully damaged the school may ask parents to cover the cost of its replacement (Charging Policy).

In cases of serious incidents the school will aim to work in partnership with parents and carers, as well as other agencies, to support a positive change.

The learning environment

We believe a contributing factor to the high standard of behaviour at Bridgewater is the high level of engagement and motivation due to the high standard of learning and teaching within the school. We support children to think positively about their learning and employ a “Growth Mindset” approach which helps every child strive to be the best they can be in all areas of school life. This helps to support the development of positive emotional intelligence within school, impacting on their learning and behaviour.

The ethos

Children learn how to make good choices within the framework of PSHE (personal, social, health, education)/Life skills/ and SEAL (social and emotional aspects of learning.) We thoroughly incorporate these and the elements of SMSC (social, moral, cultural, spiritual) in Bridgewater’s own creative curriculum, both explicitly and embedded within the different curriculum areas. These aspects are also supported via assemblies, circle time and the application of thinking skills. Children are also given opportunities to reflect on these experiences and what they have learned through them in their reflective journals.

There are a number of behaviour initiatives, such as weekly celebration assemblies, in which we applaud positive attitudes to learning as well as towards behaviour. The school council award certificates for classes that demonstrate good behaviour e.g. a tidy classroom. All staff are aware of the need to provide a positive, supportive and safe environment for pupils by:

- Ensuring that the school's expectations and strategies are widely known and understood
- Encouraging pride and respect for the school and its members
- Promoting care, respect and consideration for others
- Promoting consistency of response to both positive and negative behaviour
- Promoting self-esteem, self-discipline and positive relationships
- Encouraging the involvement of all stakeholders in the implementation of this policy

Social skills

As soon as the children come into school the Early Years curriculum places great emphasis on personal, emotional and social development and this is seen as an essential ingredient throughout their school lives. Some children may struggle with some aspects of social communication or social aspects of learning and we aim to identify this quickly and provide suitable intervention programmes to meet the needs of individuals or groups of children throughout all year groups. We intend that all children leave Bridgewater prepared to meet social situations positively in the future.

The school rules

The children establish their own class rules with their teachers which adapt and change during the year. These fit under the over-arching school rules, also written alongside the children, which are consistent from Early Years to the end of Key Stage 2 (Year 6).

This is a positive rule system where there are five school rules that cover every misbehaviour and five consequences. The rules are:

1. Follow instructions.
2. Keep hands and feet to yourself.
3. No swearing or shouting.
4. No teasing, name-calling or bullying
5. Treat others how you would like to be treated.

If the children break a rule they understand what consequence they should receive. The consequences are in steps:

Step 1 – A reminder to follow the rules

Step 2 – Warning

Step 3 – Sent to the key stage leader

Step 4 – Sent to the Head teacher or Deputy Head

Step 5 – Child has to phone home and explain to parents/carers that they have broken a school rule

Please note that it is only on very rare occasions that the children get beyond step 2 and the majority won't get a warning at all during the year. If a child receives a warning it is important to note that the school staff will then quickly seek an opportunity to praise them as soon as possible for something positive that they do.

If there is a serious incident in school that surpasses all the 5 steps e.g. an incident of biting, bullying or racism the parents will be informed straight away by phone and by the teacher after school. A record of these incidents will be kept and the situation monitored. It is a requirement of Northamptonshire County Council that serious incidents are reported via the SIMS system.

Staff code of conduct

Within school there is an Adult Code of Conduct, which each adult working in the school reads and sign.

As a staff we endeavour at all times to:

- Listen to each child fairly
- Treat each incident individually
- Not have preconceived ideas
- Ensure the children feel valued
- Criticise the act not the child
- Praise good behaviour
- Keep Calm
- Have consequences, which are seen to be fair and applied consistently
- Model high standards of behaviour
- Keep records for incidents of concern to help identify patterns
- Seek solutions to help prevent incidents from re-occurring
- We understand that children's behaviour/incidents must not be discussed in a public place

Some children may display inappropriate behaviour and require a specific tailor made reward system for them to aspire to. This is flexible and adapts to the evolving needs of the child.

Behaviour or Pastoral Support plans may also be written, with the child if appropriate, and targets set that aim to change behaviour towards positive outcomes. The link to the NCC documentation is:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/Documents/Pastoral%20Support%20Programmes.pdf>

When more specialist advice is needed the school will contact a specialised school, offering outreach, or will seek to commission independent consultant advice.

At Bridgewater we make use of the Kings Meadow curriculum as a resource to support behaviour. This can target areas of behaviour that require support, such as self-esteem and confidence, as well as behaviours that need improvement. It can be delivered in a 1:1 situation or with groups and classes. It is measurable and tailor made to meet behaviour development needs with a wide range of fun motivating activities.

Special Educational Needs

Some children may have behavioural needs and a Special Educational Need. In some cases they may require an ASP (Additional Support Plan) to monitor and improve their behaviour through carefully planned targets compiled three times a year with the child, parents/carers teacher and SENCO (special educational needs coordinator).

Protective Behaviours

Protective Behaviours is a safety awareness and resilience building programme which helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe. Protective Behaviours also looks at identifying support networks for times when we need someone to listen and help.

Children are taught Protective Behaviour strategies so that they can manage their own behaviour to keep themselves safe and understand that we all have the right to feel safe all of the time. Some children are offered a Protective Behaviour support on an individualised 1:1 basis if there is an identified safeguarding need.

Mental Health/Well-being/Nurture

Children understand that they are able to speak to their class teachers or teaching assistants and support staff who they feel comfortable with if they have any worries. As a school we run a Nurture Lunch which provides children with an alternative to lunch in the Main Hall. Adult staff are available each day to support children with their concerns, provide support with eating, or to respond straight away to friendship worries. Children are free to access this whenever they need to.

Some situations receive more intensive and sustained support and we are committed to being proactive in supporting these children's needs. Members of our SEN team are trained in bereavement counselling, nurture and mentoring. They are a great support to a growing number of children experiencing difficulties and work closely with families. They will support children with any anxieties or situations through 1:1 nurture support, including specialised interventions such as Drawing and Talking and Bereavement Support programmes.

Children's responsibilities

Children are encouraged to take responsibility for themselves and other members of our community within school, respecting the rights of all members of our school community through an understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (see also The British Values statement).

We have an active School Council and Eco Council, with representatives from each year sharing ideas, working co-operatively together and sharing the pupil voice on all matters within the school. Year 6 children have the additional opportunity of applying to become a Bridgewater Ambassador; this enables them to take responsibility in a variety of ways such as showing parents around school with teachers or welcoming visitors to our school and helping at school events. Each year we appoint a Bridgewater Prime Minister from Year 6, who represents the school at events and meets with visitors to our school, as well as supporting the School Council. The Prime Minister, Deputy Prime Minister and the School Council are elected by the pupils. The School Ambassadors, School Council, Prime Minister and Deputy Prime Minister understand that they are visible role models for the school and show, by example, the standards of behaviour that we expect from all children in the school.

Bridgewater Buddies apply and are trained to support and play with younger children at lunchtimes. They aim to model appropriate play behaviour, recognise children who need more support and help to make lunchtimes a safe and inclusive environment. They are supported by the Lunchtime Supervisors and key members of staff. This can impact positively on both groups of children.

Although some children take on specific responsibilities, we have expectations of every child in the school and from a young age and in every class from Early Years onwards children have varying responsibilities, such as taking the registers and tidying the classrooms and they are taught why this is important. As children get older the responsibilities increase. Coaching and mentoring skills helps children to develop these responsibilities.

Playtimes and Lunchtimes training for supervisors

Our lunch time supervisors work within the framework of the school policy and rules and have the opportunity for CPD. They are trained to supervise and motivate the children to play appropriate games and deal with incidents of inappropriate behaviour. As well as dealing with incidents at lunch time they forward any lunch time incidents to key members of staff and the child's teacher so that they can be dealt with as soon as possible. They are also involved in the school reward system, which gives them an opportunity to acknowledge and share the co-operative and supportive behaviour of children at lunchtimes.

Equal Opportunities statement

The school actively and positively supports and encourages equity and this is reflected in various policies, including the Equality Duty, which stress the importance of equality of opportunity irrespective of their gender, ethnic origin, religious background or special educational needs.

Discrimination against Protected Groups

The public sector Equality Duty 2011, alongside this behaviour policy, seeks to prevent and respond to any unlawful discrimination, harassment and victimisation and other conduct suffered by people due to their protected characteristics, in order to advance equal opportunities and foster good relations between all stakeholders. The eight protected equality groups are: race; disability; sex; gender reassignment; age; pregnancy and maternity; religion and belief; sexual orientation.

We are ever vigilant to the effect of domestic and international political change on the well-being of all members of our school community and ask that parents are similarly aware and address with their children any opinions or statements which contradict equality and respect.

Behaviour which is discriminatory against other members of our school community is unacceptable and may result in very serious consequences. We expect parents to support the school in addressing such behaviour and to work alongside the school to support children to improve their understanding and subsequent behaviour. We are committed to ensuring that all members of our school community are treated with equal respect. Please see the Anti-Bullying Policy, Equality Duty and the Exclusion Policy.

Investigation of serious incidents

The school seeks to investigate serious incidents in an open and transparent manner. We will inform and involve parents and carers in these investigations as much as possible, though we ask parents and carers to understand that it may not always be practical or possible to contact them at the outset of an investigation.

In some rare circumstances it may be necessary to involve the Police in cases of a serious incident, and the school will take guidance from the Police about the nature of the investigation if this were to be necessary.

In some cases it may be necessary to search pupils' bags and belongings. Please be aware that senior staff have the right to conduct a search without parental consent (Education Act 2011) if they have reasonable ground to suspect that the pupil may be in the possession of prohibited items (stolen property, weapons of any kind, fireworks, drugs, inappropriate or extreme images on phones/mobile devices, etc).

In some cases a member of staff will confiscate and retain a pupil's property as a result of an infringement of school rules or to keep it safe. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. If any item is deemed to be a weapon or extreme images are found, these may be handed to the Police.

The 2016 Government guidance (link below) explains the powers members of staff have to discipline pupils:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Exclusion

We follow county guidelines for exclusion after all other behaviour strategies have been tried or for one-off extreme behaviour. (See the Exclusion Policy for further details of Fixed Term and Permanent exclusions).

Managed Move

The school works in partnership with other schools in the area and may consider a managed move as an alternative to permanent exclusion. This involves giving the pupil an opportunity to complete a trial period in another school, with a view to a permanent move if the trial period is successful. This provides an alternative to permanent exclusion which can be beneficial for the pupil concerned.

Outside Agencies

The School may, where appropriate, make use of outside agencies if it is felt this could be of support for the pupil. The school will make referrals for children with significant needs or children needing counselling to specialist service, such as, but not limited to, CAMHS and Service 6. The school cannot guarantee that all referrals will result in involvement, but will work in partnership with parents and carers to look for additional specialist mental health support should this be necessary. Some services are commissioned by the school, as appropriate, and this would only be undertaken with parents/carers' permission and involvement. The expectation is that when the school commissions outside agencies that parents/carers commit to working in partnership with them and the school in order to improve the outcomes for the child involved.

Examples of other outside agency involvement are:

The Police

In the event of an emergency, colleagues and other stakeholders will liaise with a member of SLT and the police may be called. An emergency could be an assault, an intruder or a major theft. The school has developed close links with the Police Community Support Officers who spend some time on site on a regular basis and during the week and are available to support pupils in a formal and informal setting.

Social Services and Child Protection Team

The school will make a referral to a duty Social Worker when information has been disclosed that a child is at immediate risk or danger. (See the Child Protection and Safeguarding Policy for more details.) Parents who have concerns are encouraged to seek support from the school.

Attendance

Attendance at school is considered of vital importance, not only to give children opportunity to reach their potential, but to ensure that they feel happy and settled at school.

At times teaching staff provide additional learning opportunities for pupils outside of normal school hours, and although there is no obligation for children to attend, we wish to encourage children and work with parents to maximise attendance at these sessions. Regular attendance helps to develop the responsible and positive behaviours that we aim to promote.

Term time Absence including holidays

It should be noted that Holidays during term time will NOT be authorised unless there are exceptional circumstances for a child's absence. When a child is absent for a long period their learning can be disrupted and on their return from holiday they may find that the class has moved on; this can impact on their future attainment, sense of confidence and wellbeing within the class.

Fixed Penalty Notices for Term Time Absence

In line with Northamptonshire County Council policy, parents/carers may be fined if they take a child out of school for the purpose of a holiday. From April 22nd 2016 Northamptonshire County Council has updated its policy on unauthorised absences. The time frame for parents receiving a fixed term penalty notice has reduced from ten to **five days or 10 sessions**. As a result all holiday or absence requests of more than **5 days** will automatically be referred to the Educational and Inclusion Partnership team (EIP) and may result in a fine. (See the Attendance Policy should you need further clarification.)

Exceptional circumstances for absence may be authorised at the Head teacher's discretion and may include, but are not restricted to; bereavement, marriage, religious observance, education off-site, representing school, county or country in a sporting event or performance.

Related Policies

- Exclusion Policy
- Attendance Policy
- Equality Duty (published on website)
- Special Educational Needs Policy, incorporating Special Educational Needs Report
- Anti- Bullying Policy
- The British Values Statement
- Charging Policy

This policy was reviewed and updated on 28.09.16.