



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 enabling children to be successful and make good progress in their 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 appreciate their needs. In accordance with this there is an ethos at Bridgewater that if children behave in a manner that 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.

We aim to build trust and support families openly and honestly alongside outside agencies to find ways forward to improve the behaviour and self-esteem of children whose boundaries and behaviours go beyond the five school rules (below).

We ask parents to trust that school staff deal with incidents fairly and honestly and understand that sometimes a child may need a consequence to address their behaviour. We come to conclusions at the end of thorough investigation and sometimes a child may be assessed as behaving inappropriately. A short consequence allows them time to reflect and improve the choices that they make, preparing them for the future.

Nursery

Our Bridgewater nursery will work within the framework of this policy. It will be an extension of the EY ethos where it is important to support the children with clear firm boundaries to establish good personal, social and emotional skills. This in turn will build their emotional intelligence and support them to be able to learn and feel happy and safe. They will be taught to show respect for others, develop empathy and abide by our values. They will learn these positive behaviour skills within the culture and environment of the primary school. (See the EYFS policy)

Out of school Club

Similarly, the out of school club works within the framework of this policy. The ethos is to create a 'home from home' feel within the school setting. Whilst it is a more relaxed feel, the children still work within the clear framework of the school rules and must show the same values and respect for all. (See the Out of School Club policy and agreement). The Out of School Club is a provision paid for by parents in addition to the school day, and as such, if a child's behaviour falls outside the expectations and school rules, we reserve the right to remove a child's place until the end of a review period where behaviour must show improvement. We require all parents/carers to sign an agreement to show their understanding of this before their child starts attending the OSC.

Parent responsibilities

Parents are crucial in shaping attitudes, which produce good behaviour and the school expects parents and all adults to be models of good behaviour for the children. This is especially important on and around school premises, because children learn from the examples set by adults. We strive to maintain positive channels of communication with parents so that they are well informed and can play their part in the three-way partnership. We actively collaborate with parents so that children receive consistent messages about how to behave at home and at school. We ask parents to familiarise themselves with school procedures and rules and to accept a degree of accountability for their child's behaviour and to cooperate with the school as set out in this policy and other school values. If the school has to use reasonable sanctions to discipline a child (as set out in this policy), we expect parents to support the actions of the school.

We work within a framework of mutual trust and respect and ask that parents/carers behave politely and without aggression at all times when on the school premises, as we all have the children's best interests at heart. If we find adult behaviour intimidating or aggressive the adult will be asked to leave the school premises and if this request is not followed we will call the police.

We have different levels of staff to contact within the school if parents need to discuss an issue. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the year group leader, then the phase leader or a member of SLT and lastly the Head teacher. If these discussions cannot resolve the problem, the parents should then inform the governing body and a formal grievance or appeal process can be implemented.

Online safety

We take online safety very seriously and work hard to communicate up to date information with families. We work with Simon Aston from the Local Authority and provide a regular newsletter with the latest guidance as well as an annual online safety evening for parents. We work closely with families so that children can make well informed safe choices when using the internet and make them aware of potential issues.

Social Media

We request that parents use appropriate channels to share concerns and avoid using social media to express them. Inappropriate comments may be challenged by governors.

Although social networking sites may appear to be the quickest and easiest way to express frustrations or concerns about the School (and those associated with it), it is rarely appropriate to do so. Other channels, such as a private and confidential discussion with the school, or using the school's formal complaints process are much better suited to this.

Governors' Responsibilities

Governors make a positive contribution to the development and monitoring of school policy. They support the Head teacher, staff and parents in adhering to this policy.

Parent Governors, in particular, have an important role in clarifying the school's policy position and in providing a channel of communication for the parents. All exclusions and incidents of bullying or of a racial nature are reported to the Governing Body on a termly basis.

A governor is assigned to oversee the children with complex needs and they will support the process to improve behaviour.

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 wilfully damaged the school may ask parents to cover the cost of its replacement. (Charging Policy). In cases of serious incidents, the school will 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 quality 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. 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 recognising and initiatives like 'Values' week and anti-bullying week. 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 a large 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. Our aim is 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 with five 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 child breaks 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 Year Group/Phase 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 aggression; 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.

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.

Serious Incidents might include: persistent disruption to learning, intentional racism/homophobia, bullying, fighting, swearing, stealing, walking out of class, attempting to abscond, aggressive behaviour, physically hurting another pupil, physically hurting a member of staff, damaging school property or other behaviour.

These will be dealt with through the following sanctions: for example missing an activity, missing a series of breaks or lunchtimes, spending time in another class; children who are a danger to themselves and others will be removed to a safe alternative space. They will be reintegrated when they are able to manage their behaviour safely. Experienced staff will support them to regulate their behaviour.

Behaviour recording

In order to ensure that all behaviour problems are monitored and acted on, the following forms (via our online tracking system SIMS) will be used to record incidents:

- Behaviour Incident – all incidents of poor behaviour where a child has to be spoken to by a school leader will be logged using this tab.
- Serious Behaviour Incident – these are incidents that result in an internal or external exclusion.
- Bullying – for physical, verbal, indirect and cyber bullying; staff will contact parents if their child has been involved in an incident of bullying.
- Racist Incident – SLT will contact parents if their child has been involved in an incident of racism (these are reported to county).
- Homophobic Incident – SLT will contact parents if their child has been involved in an incident of homophobia (these are reported to county).
- Significant Incident/Restraint – any incidents when a child has to be physically managed because they are a danger to themselves or others. SLT will contact parents if their child has been physically managed and the incident will be recorded in a bound book.

Forms should be filled in by the member of staff who has witnessed the behaviour and this should be done as a matter of priority (especially for serious, bullying, racist, homophobic incidents or significant incidents/restraint).

Exclusion

We follow county guidelines for exclusion after all other behaviour strategies have been tried or for one-off extreme behaviour. Exclusion may be fixed term for short periods of time determined by the Head Teacher or permanent. (Please see the exclusion policy.)

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 that can be beneficial for the pupil concerned.

The following actions will also take place: informing parents and arranging a meeting which may result in a behaviour contract being signed – see Annex C; carrying out a risk assessment if necessary; writing a Personal Handling Plan if appropriate, which is signed by parents; agreeing a plan of action (Behaviour Plan); advising the Educational Inclusion and Partnership Team that a child may be at risk of exclusion: reviewing behaviour at agreed intervals; referral to the SEMH panel (social, emotional, mental health).

The school follows the Local Authority and Department for Education (DfE) guidelines on managing behaviour and exclusion. External exclusions are reported to Northamptonshire County Council and the Educational Inclusion and Partnership Team (EIP).

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
- Focus on 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 plans may also be written, with the child if appropriate, and targets set that aim to change behaviour towards positive outcomes.

When more specialist advice is needed the school may contact a specialised school, offering outreach, such as Maplefields, or will seek to commission independent consultant advice or contact the local authority.

At Bridgewater we make use the principles 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 engaging motivating activities.

Special Educational Needs

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

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 children 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 the time. Some children are offered a Protective Behaviour support on an individualised 1:1 basis if there is an identified safeguarding need.

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.' (DfE: 2011) Staff are regularly trained in Team Teach strategies for handling. Parents may be asked to sign a positive handling plan if appropriate.

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 that provides children with an alternative to lunch in the Main Hall. 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 cascading pupil voice messages 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. 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 that this is important. As children get older the responsibilities increase. Coaching and mentoring skills helps children to develop these responsibilities.

Bridge Builders

Bridge Builders is a peer support programme where Year 6 children are invited to join the programme to listen to and support younger children during lunch times. The children receive coaching training through group work and role play to develop their confidence in the role. They have the skills to help younger children find solutions to their problems.

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.

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.

Searching pupils

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

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.

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.

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.

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.

Related Policies

- Exclusion Policy

- Equality Duty (published on website)
- Special Educational Needs Policy, incorporating Special Educational Needs Report
- Anti- Bullying Policy
- The British Values Statement
- Charging Policy
- EYFS policy
- Out of School Club Policy

This policy was reviewed and updated on 15.10.17 and approved by the Full Governing Body on ???.

Signed: _____

Chair of Governors

<http://www.maplefields-tsa.co.uk/outreach-services/>

Bridgewater Primary School Behaviour Contract

At Bridgewater all pupils are expected to follow the 5 Rules:

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.

I _____ agree to the following terms:

These are my goals:

1. _____
2. _____

These are my consequences if I do not meet my goals:

By meeting my goals I will:

My contract will be reviewed on _____

Signatures:

Pupil _____ Date _____

Parent _____ Date _____

Teacher _____ Date _____

Senior Leader _____ Date _____