



Behaviour Policy

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BRIDGEWATER PRIMARY SCHOOL

BEHAVIOUR POLICY

Introduction and Ethos

At Bridgewater Primary School, we believe that positive 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, developing, encouraging and supporting positive behaviour. We have high expectations of behaviour within a positive, caring ethos and all school staff are responsible for supporting a safe environment in which all children can learn. The children understand these expectations and learn within firm boundaries and a consistent whole school approach.

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 believe that all children are entitled to feel safe and secure in the school. We ask parents to trust that school staff always endeavour to deal with incidents fairly and honestly and understand that a child may need a consequence to address any inappropriate behaviour. When considering the appropriate consequence, the school will always investigate the circumstances and reach a decision that is proportionate and reasonable, considering the circumstances. An appropriate consequence allows children time to reflect and improve the choices they make, preparing them for the future. In supporting this, children may additionally be provided with a structured approach using a Reflection Plan or appropriate monitoring to allow them to show improvement.

Aims:

The school is committed to support all children to:

- Take responsibility for their behaviour and choices.
- Develop positive attitudes to their learning, showing effort and care.
- Develop positive relationships, which support them to meet school expectations.
- Model expected behaviour to all.
- Have regard for the school rules and expectations, including the instructions of adults.
- Develop their confidence, self-esteem and resilience.

To do this, we will:

- **Promote, teach** and **model** the behaviour we expect to see.
- Provide a safe and supportive environment in which to learn.
- Encourage and recognise positive behaviour and behaviour change.
- Teach children effective routines and habits that promote self-regulation.
- Ensure that all children are treated fairly, without bias or discrimination.

- Challenge and address any behaviour which does not meet the high standards required, by implementing reasonable and proportionate sanctions.
- Engage with parents/carers to work towards shared goals and expectations.
- Teach children about the British Values, school Values and Protected Characteristics, to enable them to recognise their peers' unique qualities and develop the attitudes for responsible future citizenship.

Our approach will focus on these key factors, DfE (2022):

- **Protect** and keep our children and staff safe, which is a legal duty.
- **Address** unacceptable choices by ensuring our children understand that behaviour that falls below the expected standards will have a consequence, this consequence will also have the aim to **deter** repeated behaviour:
- **Improve** behaviour where needed, to ensure that pupils understand and meet the expectations and are supported to understand, follow the rules and reflect on their choices.

Factors Affecting Behaviour

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 or other forms of trauma. Our aim is to develop supportive, open and honest dialogue with the children, parents and carers, so we can work together in the best interests of the child and family.

Staff are made aware of the effects that Adverse Childhood Experiences (ACEs) can have on children's wellbeing and mental health and will be supported to understand how to deal with children affected by trauma and loss.

By building trust and supporting families, alongside outside agencies, we aim to find ways forward to improve the behaviour and self-esteem of children whose boundaries and behaviours go beyond the five school rules.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools.'

This policy should be read in conjunction with the following:

- Safeguarding and Child Protection Policy
- Special Educational Needs and Inclusion Policy
- British Values Statement
- Home School Agreement
- Online Safety Policy
- Online Acceptable Use Agreement
- PSHE and Relationships Policy
- Mentally Healthy School Policy
- Complaints Policy
- Anti-bullying Policy
- Exclusions Policy

1. The Scope of the Policy

1.1 The school's behaviour policy will be applied:

- when children are in school
- when pupils are in the school grounds
- when out of school, for example on school trips, including residential.
- on their journey to or from school
- or in any other situation where the pupil is wearing their school uniform or 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 themselves and others or poses a threat to the well-being of other members of the school (for example, but not limited to, incidents of cyberbullying).

1.2 Our Expectations

We expect that all pupils behave in a safe and respectful way consistently. Teachers/staff members use their professional judgement when deciding whether a behaviour is expected or unexpected, dependent on the behaviour, child and context. Clear and consistent language will be used when recognising positive behaviours and addressing unacceptable behaviour.

1.3 Threatening or violent behaviour, disrespectful treatment of staff and involvement in bullying, or prejudicial behaviour, may result in serious consequences. Swearing, the use of offensive language, physical aggression, or causing harm to other people or their property is not acceptable and will be

considered a serious breach of the policy. A list of examples of serious behaviour is found in Appendix 1: this does not provide for every behaviour, eventuality or circumstance.

1.3 **Bullying**

Bullying is behaviour by an individual or group, repeated overtime, that intentionally hurts another individual or group, either physically or emotionally. Definition: *Preventing and Tackling Bullying (DfE, 2017.)*

Appendix 5 shows some examples of behaviour that will be considered as bullying. Bullying will not be tolerated. Further details can be found in the Anti-Bullying Policy.

2. **Nursery**

- 2.1 Our Bridgewater nursery will work within the framework of this policy. It will be an extension of the EYFS 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.

3. **Out of school Club (OSC)**

- 3.1 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/carers 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. We welcome opportunities to discuss this with parents/carers. We require all parents and carers to sign an agreement to show their understanding of this before their child starts attending the OSC.

4. **Parental responsibilities**

- 4.1 Parents/carers are crucial in shaping attitudes that lead to good behaviour and the school expects parents/carers 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 and carers so that they are well informed and can play their part in the three-way partnership. We actively collaborate with parents/carers so that children receive consistent messages about how to behave at home and at school. We expect parents/carers to familiarise themselves with school procedures and rules and to accept responsibility for working alongside the school to address 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 consequences as a result of unacceptable behaviour with a child (as set out in this policy), we expect parents/carers to support the actions of the school.

4.2 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. Governors will be involved if any Parents/Carers do not show appropriate respect to school staff.

4.3 If parents/carers need to discuss an issue, we have a sequence of staff members to contact within the school structure. If parents/carers have any concerns about their child, they should initially contact the class teacher. If the concern remains, they should contact the year group leader, then the phase leader, followed by a member of Senior Leadership Team and lastly the Head teacher. If these discussions cannot resolve the problem, please refer to the school’s Complaint Policy.

4.4 **Staff Structure 2023-24**

Year Groups	Year Group Lead	Phase Lead	Senior Leadership
Nursery	Mrs Karen Gilkes	Mrs Jessica Wise	Headteacher: Mrs Alison Harvey
Reception	Mrs Jessica Wise		
Year 1	Mrs Tamzin Copeman	Mrs Tamzin Copeman	Deputy Headteacher: Mrs Frances Troop
Year 2	Miss Gemma Knight		
Year 3	Mrs Gill Douglas		
Year 4	Mr James Green	Mrs Nicola Redden	Assistant Headteacher: Mrs Sophie McNair
Year 5	Mr Scott Lagdon		
Year 6	Mrs Karen Hallett		
	Miss Sophie Holmes		

5. Family Support

5.1 The school seeks to support families and our Parent Link Worker is available by appointment (through the school office) to meet with families to signpost, support and offer Early Help Assessments (EHA) and advice, alongside the Inclusion Team. This includes our Learning mentor, who runs tailored programmes and pastoral support.

5.2 For informal queries or concerns, the Senior Leadership Team or members of the Inclusion Team, aim to be available whenever possible ‘on the gate’ at morning drop-off.

6. Staff Conduct and Support

6.1 **Adult Code of Conduct:** There is an Adult Code of Conduct, which each adult working in the school reads and sign. As members of Bridgewater Primary School, we endeavour at all times to:

- Support children to understand and follow the rules, routines and habits that lead to a calm, safe and orderly school.
- 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.
- Acknowledge positive behaviour.
- Remain calm.
- Give consequences, which are seen to be fair and applied consistently.
- Model high standards of behaviour.
- Try to identify patterns, so these can be discussed and strategies put in place to address any identified issues.
- Seek solutions to help prevent incidents from re-occurring, including the involvement of outside agencies, as appropriate.
- Not discuss children's behaviour/incidents in a public place.

7. Staff Training and Induction Procedures

7.1 All new staff read the Behaviour Policy as part of their induction and are supported to understand the Behaviour Policy and school expectations. Year group leaders will check in with new colleagues to ensure that they understand its rules and routines and how best to support all pupils to participate a positive and respectful learning culture. Where there are children with special or additional needs in their class or year group, they will be given a clear handover on how best to support them.

7.2 The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour,

e.g. SEND and mental health needs to enable behaviour to be managed in accordance with any guidance and implemented consistently.

7.3 The headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

8. Online safety and Cyber Security

8.1 We take online safety and cyber security very seriously and work hard to communicate up-to-date information with families. We work with the West Northants Council and provide a regular newsletter with the latest guidance as well and pass on any information about changing and immediate trends. The Online Safety Lead works with the Computer Lead to ensure parents are kept updated on parental controls.

8.2 We work closely with families so that children can make well-informed safe choices when they are both online and offline and make them aware of potential issues and develop their critical thinking and digital resilience. Unacceptable online behaviour comes under the scope of this policy, as well as the Anti-Bullying Policy and we aim to create an environment in which our children feel able to share their concerns and get the help they need, if they are worried by the behaviour of others online. We recognise that online behaviour may affect children at home and at school and we will contact parents if we have concerns. See Online Safety Policy and Anti-Bullying Policy, plus Child Friendly Version of both, which the children have worked with adults in the school to write themselves. Children have a monthly online safety lesson, which supports both Computing and PSHE learning. Should any parent need support in this, they are welcome to call the school office for an appointment with the Computing Lead or Online Safety Leader.

8.3 The school uses Securly Filtering and Monitoring systems alongside staff vigilance and training to ensure that the computing systems in school provide safety and any misuse or inappropriate search can be detected and the person responsible supported to make better choices and understand the implications of their actions.

8.4 We will discuss with parents the use of APPS and social media accounts that are creating anxiety and instances of unacceptable behaviour at home that are then affecting children within school. We ask that parents are mindful of the age guidance around these APPS and monitor the ones being used by their children.

9. Social Media and Smart Technology

9.1 We request that parents/carers use appropriate channels to share concerns and avoid using social media to express them. Although social networking sites may appear to be the quickest and easiest way to express frustrations or concerns, 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. We also request that parents/carers refrain from discussing individual children or their families whether on social media or in person, as these views can be inaccurate, inappropriate and do not help school resolve any concerns that could be addressed by sharing directly with the school. Governors may challenge inappropriate comments on the school site or on social media.

- 9.2 For safeguarding reasons, we ask parents/carers not to use the mobile phones on site or at other school events.
- 9.3 Children are allowed to bring in phones in Year 5 and Year 6 however, these are **not** to be used on the school premises, unless by prior arrangement and supervised by an adult; these are retained safely by the adults within a year group at the start of the day and returned at the end of the school day. Children who cannot adhere to these rules will have their phones kept in the office and their parents/carers will be asked to collect them and remind their children of the school's expectations. Children are not allowed to wear Smart Watches, or other equipment capable of audio or visual image capture, in school for the safety and wellbeing of all.

10. The learning environment

- 10.1 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 enrichment 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 positively on their learning and behaviour for their futures.
- 10.2 **Transitions:** There is a 'teach not tell' approach (Bennett, 2020) which means that teachers are instrumental in teaching children the steps they need to behave to create a respectful, safe and orderly school. For some children, just as in the curriculum, they may need to have repetitive modelling of what expected behaviour looks like, chance to practise and achieve the agreed standard. Teachers will support this by frequent reminders (retrieval practice), recognising strong examples of consistent acceptable behaviour and checking for understanding of the standards required. Where standards fall below that expected, teachers will re-model and practise. On some occasions, this may take place in break or lunchtimes to ensure that movement around school is calm, disciplined and shows awareness of those around (for example, younger children and adults.) Where needed, this can be scaffolded for children with additional needs, including scripted language, additional adult support and social stories. If despite all these interventions and practise, a child still fails to reach the expected standard, consequences will be applied as appropriate.
- 10.2 Children learn how to make good choices within the framework of PSHE (personal, social, health, relationships education)/citizenship skills, with a focus on positive choices and wellbeing. We incorporate these in Bridgewater's curriculum, both explicitly and embedded, within the different curriculum areas. These aspects are additionally supported via assemblies, circle time and during class discussions. Children are given opportunities to reflect on these experiences and share what they have learned through them in their reflective journals. Ask-It Boxes provide opportunities for children to share personal concerns and questions that can be addressed personally.
- 10.3 There are a number of occasions where positive behaviour choices are recognised, such as, recognition boards, weekly celebration assemblies and anti-bullying week in which we applaud positive attitudes to learning and behaviour. Whilst we do not have token rewards, such as stickers, children can work together to show the school values and receive a Recognition Certificate.

- 10.4 Alongside this, specific and genuine praise is a powerful intrinsic reward and motivator, which develops the children's self-esteem and self-efficacy.

11. Learning Behaviours

- 11.1 Expected behaviour is not simply the absence of wrong choices. Good behaviour includes pupils in our school putting in consistent effort and flourishing in their learning, developing skills and attitudes in line with the ethos and values of our school. This also describes the learning behaviour we wish to see develop in pupils across the curriculum, for example, as a scientist, an artist or a mathematician. Whilst achieving better behaviour does include the absence of unexpected or disruptive behaviour, it is also our aim for our children to learn positive habits, being able to reason, reflect and self-regulate. We aim for children at Bridgewater to enjoy developing trusting relationships and positive interactions with adults and at the same time learning to manage, with support, any adversity or challenges they may face. This is reflected within our school values of Respect, Responsibility and Resilience. Through a consistent and committed culture of high behaviour expectations, our aim is to create circumstances where all forms of positive behaviour are encouraged and supported.

12. Social skills

- 12.1 As soon as the children come into school, whether in our Nursery or in the Reception classes, 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, but 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. Within school, the SENDCo and the Learning Mentor/ELSA, (Emotional Literacy Support Assistant) can advise and support staff. Our aim is that all children leave Bridgewater prepared to meet social situations positively in the future and to show the skills and personal character that will equip them to engage positively in their next phase of education and as future citizens.

12. The school rules

- 12.1 The children establish class expectations with their teachers, which are based on our School Values. These fit with 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).
- 12.2 These are our school rules:
1. Follow the instructions of trusted adults.
 2. Kind hands and feet.
 3. Kind words and actions.

4. Treat others how you would like to be treated.
5. Show integrity and make expected choices.

- 12.3 If the child does not adhere to a rule, they will be given an appropriate consequence, after first being given a warning. There are some example behaviours and consequences, underpinned by our Restorative Approach, in Appendix 4. Please note that these cover a range of behaviours and staff use their professional judgement to support and address any behaviours that are not listed.
- 12.4 Please note that it is only occasionally that the children receive a consequence that involves parents and carers being informed. If children receive a warning or consequence, it is important to note that the school staff will ensure that praise will be given for something positive that they do, to reset and start again.
- 12.5 We do not issue detention outside of school hours, but if behaviour needs addressing, when appropriate, pupils will be given a reflection time or community service with a staff member at break or lunchtime, to make sure the impact of their actions are understood and positive ways forward identified. All staff under the authority of the Head Teacher can impose time taken from breaktimes or lunchtimes in line with this policy. The time taken will be age appropriate and related to the behaviour.
- 12.6 If a warning and explanation has not stopped any unacceptable or disruptive behaviour, a child may be asked to leave the classroom for a short time to talk to an adult in order to support their understanding and reset them to return to their learning. If a child is removed as a consequence, once regulated, they may be asked to join an alternative year group class, so they can take a break from their usual class, whilst continuing their learning. Children will be returned to their usual class when appropriate. We will inform parents if their child has to spend time in an alternative class. A child will not be removed from their class for a prolonged period of time, without the knowledge and authorisation of the Headteacher.
- 12.7 Some children with sensory needs may be taken out of class for a sensory break or brain break; this could be part of their usual schedule or added if they need time to regulate. This is part of their provision and a strategy for regulation, as opposed to a consequence.
- 12.8 If there is a serious incident in school e.g., an incident of aggression, assault, bullying or prejudicial behaviour the parents/carers will be informed as soon as possible. A record of these incidents will be kept and the situation monitored. It is a requirement of West Northants Council that serious incidents are reported via the SIMS system.
- 12.9 We recognise that each child may need different strategies, but we will always endeavour to put in place the relevant approach as soon as we recognise that a child is struggling to manage their behaviour. These strategies will be tailored to the needs of the child and parents will be informed. This is flexible and adapts to the evolving needs of the child. Parents are welcome to come into school to discuss these behaviour strategies. Behaviour/Reflection plans may also be written with the child, if appropriate, and targets set that aim to change behaviour towards positive outcomes.
- 12.10 When more specialist advice is needed, the school may contact a specialised school, offering outreach, such as specialist teachers from the SEMH panel or will seek to commission independent consultant advice, such as Jogo Behaviour Support, or contact the Local Offer at West Northants Council.

- 12.11 Since 2019, we have followed a 'Restorative Approach' as part of our behaviour management. A restorative approach aims to put right whatever harm has been caused, enabling relationships to be mended, and hopefully improved, and all those involved to be able to move forward successfully. It requires all those involved to be honest about what has taken place and to take responsibility for their actions and for the impact of their actions. This will be used alongside appropriate consequences, but what is at the heart of it is developing a sense of understanding why something is unacceptable and building empathy for the others involved. Please see Appendix 3.
- 12.12 At Bridgewater, we use the principles of attachment aware and trauma-informed practice to support children who are experiencing trauma and loss or other children experiencing social, emotional and mental health needs. This is delivered in a 1:1 situation or with groups and classes. These groups are personalised to meet individual development needs with a wide range of engaging, therapeutic and motivating activities.
- 12.13 Following the consequence, strategies will be considered by the class teacher, with support from the SENDCo/Senior Leaders, where appropriate, to ensure that the child has understood the effect their behaviour has had and whether any further support is needed. This will form part of our Restorative Approach, with the aim of improving behaviour for the child in the longer term.
- 12.14 A range of interventions may be offered after a number of behavioural concerns; these include but are not limited to: mentoring, Reflection plans/ bespoke behaviour plans, Drawing and Talking and social skills groups.

13. Investigation of serious incidents

- 13.1 The school will 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/ carers to understand that it may not always be practical or possible to contact them at the outset of an investigation.
- 13.2 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. An example of this is, but not limited to, incidents of sexual harassment or sexual violence, as noted in Keeping Children Safe in Education, 2023.
- 13.3 **Serious incidents include but are not limited to:** persistent disruption to learning, racism/homophobia/biphobia or other prejudicial behaviour, bullying, child on child abuse, sexual harassment or sexual violence, fighting, swearing, stealing, attempting to abscond, aggressive behaviour, physically hurting another pupil, physically hurting a member of staff, intimidating or threatening behaviour, throwing objects, assault, damaging school property or the property of others.
- 13.4 Behaviour incidents will be addressed through a restorative approach and will be followed up by consequences, such as, missing a series of breaks or lunchtimes, spending time in another class, or providing community service to help other school members to support reflection. Further details regarding what is a restorative approach are contained in Appendix 3.

13.5 Children who are a danger to themselves and others will be removed to a safe alternative space in the nurture area. They will be reintegrated when they are able to manage their behaviour safely. Experienced and staff trained in positive handling will support them to regulate their behaviour. Parents will be informed.

14. Assault of a peer or member of staff

14.1 Assault of any person is always unacceptable. Those assaulted will always be offered first aid and support. The Head Teacher, through discussion with SLT and other staff, will then decide if further consequences, for example, exclusion or Police involvement are necessary.

15. Damage as a result of behaviour

15.1 If property is damaged as a result of a behaviour incident, the school may ask parents/carers to cover the cost of its replacement, as indicated in the Charging Policy. We will always consider the financial circumstances of a family and work together, with the governors, to agree a reasonable resolution, for example, a payment plan.

16. Behaviour recording

16.1 In order to ensure that all behaviour problems are monitored and acted on, the following forms will be used to record incidents:

- Behaviour Incident – significant incidents of poor behaviour will be recorded.
- Serious Behaviour Incident – These incidents may result in an exclusion and will be logged on SIMS and via the West Northants Educational and Inclusion Partnership Team (EIPT.)
- Bullying – for physical, verbal, indirect and online bullying; staff will contact parents/carers if their child has been involved in an incident of bullying.
- Racist or another Prejudicial Incident – we will contact parents/carers if their child has been involved in an incident of this nature. This is never tolerated and the actions to be taken will be shared appropriately with both sets of parents. This will be seen as a serious behaviour incident.
- Significant Incident/Restraint – any incidents when a child has to be physically handled, because they are a danger to themselves or others, will be recorded in a bound and numbered book.

17. 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: 2013)

- A positive handling plan will be put in place to support children, as appropriate, with a range of strategies and approaches, which will be shared with parents/carers, who will be asked to sign. All staff who positively handle children are Team Teach trained. Team Teach is a nationally accredited programme, which, through positive behaviour support with a focus on de-escalation, aims to actively reduce risk and therefore reduce the need for positive handling. It supports adults to respond safely to behaviours that challenge, whilst promoting and protecting positive relationships.

18. Suspensions and Exclusion

- 18.1 We follow DfE and county guidelines for exclusion, after all appropriate behaviour strategies have been tried, or for one-off extreme behaviour. Exclusion may be fixed term for short periods, determined by the Head Teacher or permanent. (Please see the Exclusion policy.) If a child has a fixed term exclusion, this provides a period to reflect with the family and address the behaviour, enabling the child to return, repair and start afresh. It also gives the school time to plan, consider and implement additional strategies, alongside the family.
- 18.2 All behaviour will be addressed considering a child's SEN (Special Education Needs) needs and a decision made which takes into account the child's safety, the safety of others in the school and the need to maintain order and discipline and maintain the effective operational running of the school. Behaviour in Schools (DfE, 2022) states that, *'Where circumstances arise that engender the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its recurrence.'*
- 18.3 For those children who are looked after or have previously been looked after, the school, whilst not accepting the behaviour, will pay attention to the vulnerabilities and needs of the child, in line with the expectations of West Northants Council, The Children's Act 1989 and the research regarding outcomes for children who are looked after and excluded. The school will contact the Virtual School when there are any concerns about behaviour that could lead to a possible suspension or exclusion, ensuring that there is timely communication and effective co-operation with the carers and the Virtual School. One aspect the school will consider is the intervention of the Virtual School Lead Practitioner for SEMH and Wellbeing, who can provide support and guidance appropriate to the child and their criteria.

19. Reduced Timetable

- 19.1 If the child displays behaviours putting them at risk of either fixed term exclusion or permanent exclusion, the school, in agreement with the parents/carers, will introduce a part-time timetable, with a view to successfully managing a phased return to the classroom. This will be in conjunction with the School Attendance Support Officer (SASO) who will be notified of the decision and the arrangements to reintroduce the child. The aim will be to resume a full timetable within a maximum of 6 weeks and is considered a supportive measure to enable the child to build towards successful full-time return to the classroom. Each situation will be based on a case-by-case basis. Where a child has an EHCP, this will be preceded by an Emergency Annual review and the EHCP team will be informed.

20. Off-Site Education

20.1 A school may also direct pupils off-site for education, to help improve their behaviour. If this is the case the governing body must:

- ensure that parents (and the local authority where the pupil has an Education, Health and Care Plan) are given clear information about the placement: why, when, where, and how it will be reviewed.
- keep the placement under review and involve parents in the review.
- hold regular reviews, which are frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it.

The focus will remain on ensuring that a child continues to receive a good education on par with their mainstream peers, whilst the needs, which require intervention, are being addressed. Therefore, the length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment.

20.2 When the school has secured alternative provision for a pupil on a fixed period exclusion, or has directed a pupil off-site to improve behaviour, we will work alongside West Northants Council to plan when and how to reintegrate the pupil at the end of the placement when he or she returns to the school. Our Governing Body will be made aware of these arrangements – see also 20.1.

20.3 Where a pupil needs a member of our support staff to accompany them to the alternative provision, for example a SEMH unit, we will consider which member of staff best meets the criteria and is then able to support children with their behaviour and learning needs whilst there and on return to school, replicating successful specialist strategies.

21. Managed Move

21.1 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.

21.2 The following actions will also take place:

- informing parents/carers and arranging a meeting which may result in a behaviour contract (Appendix 1) being signed.
- carrying out a risk assessment if necessary.
- writing a Personal Handling Plan if appropriate, which is signed by Parents/Carers.
- agreeing a plan of action (Behaviour/Reflection Plan).
- advising the Educational Inclusion and Partnership Team that a child may be at risk of exclusion, if not already in place.
- reviewing behaviour at agreed intervals.
- referral to the SEMH panel (social, emotional, mental health) where the child meets the criteria.

21.3 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 Bridgewater Educational Inclusion and Partnership Team (EIP).

22. Special Educational Needs/Disability (SEND)

22.1 Statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with behavioural, social, emotional and mental health needs (SEMH), is given in the Special Educational Needs Code of Practice and in our SEND policy. Some children may have behavioural needs due to a Special Educational Need or a SEMH difficulty. 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, SENDCO (special educational needs coordinator), Class Teacher and Parents/Carers. Additional strategies will be put in place to support their understanding and ability to self-regulate.

22.2 School are committed to working with parents/carers and outside agencies to explore what support can be put in place to support each child. Our school governing body has a statutory duty to do their best to ensure that the necessary provision is made for any pupil who has SEN. Early identification and intervention, accurate assessment and the arrangement of appropriate provision to meet pupils' SEN usually leads to better outcomes.

22.3 The school will ensure that reasonable steps and adjustments are made to accommodate the behavioural needs of children with SEN and/or a disability. However, we have the right to maintain order and discipline in the school, whilst making reasonable adjustments and accommodation for each child, and seek to work positively and pro-actively with Parents/Carers to maintain this goal. We also recognise that whilst behaviour needs to be considered in relation to a child's additional needs, *'it does not follow that every incident of misbehaviour will be connected to their SEND.'* Behaviour in Schools: DfE (2022.) Addressing behaviour concerns and giving support can occur at the same time.

22.4 The school will try every practicable means to maintain the pupil in school, including seeking Local Authority and other professional advice and support, such as referrals to the SEMH panel, SEND service or Educational Psychology Service or, where appropriate, asking the LA to consider carrying out a statutory assessment.

22.4 If a pupil has an Education, Health and Care Plan and their behaviour is causing concern, we will revisit the provisions in place and make the West Northants Council EHCP Team aware and take advice on next steps. In some cases, this will mean that an Annual Review could be called early.

Children's Responsibilities

23.1 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 our British Values statement.) The children also understand their responsibilities to act with empathy towards members of our school community. Behavioural incidents

are addressed through our restorative approach, which is based on respect, responsibility, building and repairing relationships, following a difficulty. Consequences may follow, as indicated in this policy, but this approach aims to increase understanding of a behaviour and therefore reduce the likelihood of it reoccurring due to increased understanding and empathy.

- 23.2 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/carers around school with teachers or welcoming visitors to our school and helping at school events. Each year the pupils elect the School Prime Minister, Deputy Prime Minister and the School Cabinet. The School Ambassadors, School Council, Prime Minister and Cabinet 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.
- 23.3 Bridgewater Young leaders 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. The Lunchtime Supervisors and key members of staff support them, which can positively support both groups of children.
- 23.4 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.

24. Protective Behaviours

- 24.1 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.
- 24.2 Children are taught the 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.

25. Mental Health/Well-being/Nurture

- 25.1 As a school, we provide nurture support through providing key, trusting relationships. Members of the Inclusion Team support year groups with additional adult support as needed. Staff regularly 'stagger' lunchtimes to enable them to provide support for individual children. 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. Some children make a 'Hand of 5' to identify these adults.

25.2 Some situations receive more intensive and sustained support and we are committed to being proactive in supporting these children's needs. Members of our Inclusion team are trained in bereavement counselling, attachment and trauma-informed practice, counselling, nurture and mentoring. They support children experiencing challenges 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.

26. Bridge Builders and Young Leaders

26.1 Bridge Builders and Young Leaders are peer support programmes. In Bridge Builders, Year 5 and Year 6 children are invited to join the programme to learn techniques, which they can then use 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 develop their skill to help younger children find solutions to their problems, alongside an adult. This then is taken into Year 6 as part of the children learning resilience and getting ready for their transition into Year 7.

27. Playtime and Lunchtime training for supervisors

27.1 Our lunchtime supervisors work within the framework of the school policy and rules and have the opportunity for CPD (further recognised training). 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 lunchtime, they forward any lunchtime incidents to key members of staff and the child's teacher so that they can be dealt with as soon as possible. If an incident occurs at lunchtime, children can be directed to the Reflection Room, where a member of staff will support them to share the issue, find solutions, reflect and reset and rejoin the play outside. Restorative Questions are used either verbally or written to support this reflection, with the aim of understanding how to resolve the issue and not repeat it. Registers are taken of children who attend, so we can monitor numbers and see any patterns or issues which are reoccurring, so further actions can be put into place to resolve this.

28. Discrimination against Protected Groups

28.1 The Public Sector Equality Duty 2010, 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 nine protected equality groups are race; disability; sex; gender reassignment; age; pregnancy and maternity; marriage and civil partnership, religion and belief; and sexual orientation.

28.2 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/Carers are similarly aware and address with their children any opinions or statements, which contradict equality and respect.

28.3 Behaviour, which is discriminatory against other members of our school community, is unacceptable and may result in very serious consequences. We expect Parents/Carers 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.

29. **Unsubstantiated or Malicious Allegations Against Staff**

29.1 If an allegation is shown to be deliberately invented, or malicious, the headteacher, (or other appropriate person in the case of an allegation against the headteacher,) will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

30. **Child– on- Child Abuse**

30.1 Child-on-child abuse is any abuse of a child or children that is perpetrated by another child or children. This also includes all forms of sexual harassment, sexual violence and abuse. We strive to create a culture of safety, where children are free from harassment or abuse of any kind. We will respond using our policy to any incidences of sexual violence and sexual harassment – it is never acceptable and it will not be tolerated.

30.2 Awareness: We know that even if we do not receive any reports relating to child-on-child abuse, it does not mean that it is not happening. We support and encourage anyone – especially our pupils – to come forward to share any concerns about child-on-child abuse so that we can take action to keep all children safe. All children can abuse their peers and we recognise that girls are statistically more likely to be the victims of child-on-child abuse. Child-on-child abuse is unacceptable and will be taken seriously.

30.3 Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- ‘upskirting’, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

30.4 Staff training: All staff are made aware that children can abuse other children and that this can happen online or in person, at school or outside of school. All staff will receive training so that they can confidently recognise the indicators and signs of child-on-child abuse in order to identify it and respond appropriately to reports. All staff will be made aware of the school's procedures with regards to child-on-child abuse and the crucial role that they play in preventing it and responding to it as necessary. It will be made clear that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

30.5 Procedures for minimising opportunities for child-on-child abuse: We recognise that a crucial part of our safeguarding responsibility is to minimise the opportunity for child-on-child abuse to occur. In order to do this, and to establish a safe environment for all children, we:

- have a robust Safeguarding and Child Protection policy, which works alongside the Behaviour policy;
- ensure staff understand what is meant by child-on-child abuse and the school policy on child-on-child abuse by; safeguarding and behaviour training as a whole school, sharing these messages with Phase leaders and having a policy of following up any behaviour incidents swiftly, fairly and appropriately through the following:
 - Restorative conversation/ approach
 - Reflection and actions to repair the situation.
 - Consultation with parents
 - Record and report
- train staff thoroughly so that they challenge inappropriate behaviour (even if it appears to be relatively innocuous);
- train staff thoroughly so that they are confident to challenge inappropriate behaviours between peers, that are actually abusive in nature;
- never downplay certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys", as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it; and
- recognise that sexual harassment and sexual violence, as well as other forms of child-on-child abuse, may be happening even if they are not reported.

30.1 How we address child-on-child abuse within the curriculum and across the school:

- Clear expectations of behaviour are set by all stakeholders and clear rules and consequences are in place.

- Online safety lessons and training explicitly teach the children how to deal with the issues of sexting and other issues regarding safe online behaviours.
- Parents/carers are involved to support the school to resolve any issues.
- Consent is taught in an age-appropriate way through the PSHE curriculum and regular online safety messages are given to develop understanding of critical thinking, keeping safe online, our digital footprint and an understanding of the guidance around sharing photographs.
- We ensure that children are aware of how to raise concerns about child-on-child abuse, by sharing this through PHSE, Reflection and Circle Times, through assemblies and our rigorous work on Anti-Bullying. We endeavour to build trusting relationships, where pupils are confident they can speak to any adult when they have a concern. We have written a child-friendly policy and poster that shows the information in a more child-friendly form, including photos and information about adult support generally and pictures of the Designated Safeguarding Leads (DSLs.)
- DSLs wear green lanyards to be easily recognisable for children and the wider community.

32. Searching pupils' belongings

- 32.1 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.) Guidance can be found in Searching, screening and confiscation-Advice for headteachers, school staff and governing bodies, July 2022.' (Additional updates July 2023.)
- 32.2 In some situations, a member of staff will confiscate and retain a pupil's property as a result of an infringement of school rules or to keep others 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.

33. Outside Agencies

- 33.1 The school may 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, the SEMH panel, CAMHS (Child and Adolescent Mental Health Services) the Lowdown and Service 6. The school cannot guarantee that all referrals will result in involvement but will work in partnership with parents/carers 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.

34. The Police

- 34.1 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.

34.2 The school has developed close links with the Police Community Support Officers. Please call into the office if you would like to contact our PCSOs.

35. Social Services and Child Protection Team

35.1 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 Safeguarding and Child Protection Policy for more details.) Parents/carers who have concerns are encouraged to seek support from the school.

36. Equal Opportunities statement

36.1 The school actively and positively supports and encourages diversity and equity and this is reflected in our 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.

37. Monitoring and Evaluation

37.1 The school will monitor the behaviour data and use it to analyse patterns of behaviour and the effectiveness of strategies and approaches.

38. Governors' Responsibilities

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

38.2 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/Carers. All exclusions and incidents of bullying or of a racial nature are reported to the Governing Body on a termly basis.

This policy will be reviewed bi-annually or sooner where any additional guidance is published.

Appendix 1 – The Restorative Approach

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. The aim is for the child to learn about the responsibility they had in that situation and how it affected other people, rather than solely because an adult has intervened and told them what they have done wrong. Restorative practice involves helping the child think through their behaviour, the consequences of that behaviour and what they can do to make it better. It helps children to understand how to develop, maintain and repair relationships and works in conjunction with our whole school approach to building empathy, compassion, integrity and self-learning (not just in lessons but in regard to their social and community responsibilities as well).

The Four Key Principles of Restorative Justice

- RESPECT – for everyone by listening to other people’s opinions and learning to value them.
- RESPONSIBILITY - taking responsibility for your own actions.
- REPAIR – repair harm and ensure behaviour is not repeated (Consequence for actions.)
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and help everyone reach a positive outcome.

Children will be asked to think through an incident, using the following questions, which an adult will help them with:

- What happened?
- What were you thinking about at the time?
- What have been your thoughts since?
- Who has been affected?
- What do you think you need to do to make things right?

What are the benefits?

- Restorative practices in schools have a number of proven benefits. Children show:
- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

Research has shown that restorative practice has a positive effect on reducing serious repeated behaviours and exclusions. This is not an excuse for unacceptable behaviour, but once the children are encouraged to take responsibility for their behaviour, it helps them learn not to repeat this harmful behaviour. The skills children learn in our primary school are also transferable to life outside school, including within their families, and to secondary school and beyond, which sits within our aims at Bridgewater Primary School to support children to be responsible and helpful citizens of the community.

Appendix 2: Stages and Consequences

Respect, Responsibility and Resilience	
Unexpected Behaviour	
Stage 1	<p>First warning Reminder of rules and expectations</p>
Stage 2	<p>Second Warning Reminder of rules and expectations Recorded</p>
Stage 3	<p>Third occurrence Moved to partner class and spoken to by Year Leader Recorded - write a commitment slip Inform: Parents/carers (phone call)</p>
Stage 4	<p>Continuing unexpected behaviour/ serious behaviour Spoken to by Phase Leader: Mrs Wise, Mrs Copeman or Mrs Redden. Recorded - review/ write commitment slip Inform: Parents/carers (phone call) and SLT.</p>
Stage 5	<p>Continuing unexpected behaviour/ sudden serious or unsafe behaviour. Spoken to by Mrs Harvey/ Headteacher or Mrs Troop/ Deputy Headteacher. Child phones parents/carers to explain. Recorded/SIMS if required as a prejudicial incident Inform: Child to parents/carers with SLT</p>
Stage 6	<p>ON RARE OCCASIONS Continuing unexpected behaviour/ sudden serious or unsafe behaviour. Possible suspension or exclusion Inform: Parents/carers by phone and follow-on letter</p>

Appendix 3: Unacceptable or Unexpected Behaviour

We expect that all pupils behave in a safe and respectful way consistently. We ask all members of our community to remember that Integrity means doing the right thing, even when no-one is watching.

Unacceptable or unexpected behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor effort or engagement in classwork
- Refusal to follow instructions or directions.
- 'One-off' incidents with other children and adults.
- Personal and/or learning attitude in contrast to school values.
- Arguments over competitive games that result in unacceptable choices.

Serious breaches of behaviour are defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Assault on children or staff
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour, such as interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism and deliberate damage of school property or property of others
- Removing the property of others without consent
- Stealing
- Racist, sexist, homophobic or any other discriminatory behaviour, in breach of the Equality Duty, 2010.

Possession of any prohibited items. These are, but are not limited to:

- Knives or weapons or items used to intimidate or cause injury to others.
- Stolen items
- Cigarettes, E-cigarettes or vapes
- Lighters/matches
- Fireworks
- Explicit images/media
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Appendix 4: Behaviour Contract and Reflection Plan



Bridgewater Primary School Behaviour Contract

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

1. Follow instructions.
2. Kind hands and feet.
3. Kind words and actions.
4. Treat others how you would like to be treated.
5. Show integrity and make expected choices.

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 _____



Reflection Plan

Name and date of birth:

Class and teacher:

Strengths:

Areas for improvement:

Areas for Reflection and action (identified by child/parent/school and frequency of achievement)

Where we are now:

What needs to be different:

Support from school to achieve actions identified:

Who will support me? How? When?

Pupil Commitment

How am I going to contribute to this reflection and action?

Parent/carer Support

Actions to work together:

Review and outcome

Halfway review (date).....

Final review (date).....

Outcome:.....

Appendix 5: Repeated Targeted Behaviour/Bullying

Bullying behaviour will not be tolerated at Bridgewater Primary School. Bullying is:

- Repeated, often over a period of time
- Deliberately hurtful
- Difficult to defend against
- Can be indicative of an imbalance of power.

The Anti-Bullying Policy can be found on our school website.

<https://www.bridgewaterprimary.net/parents-information/policies>

Bullying can include, but **is not limited to**, the following examples:

TYPE OF BULLYING	DEFINITION/EXAMPLES
Emotional	Being deliberately unkind, excluding,
Physical	Hitting, kicking, pushing, taking another's belongings, damaging belongings, aggression.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Religion/ faith • Gender(sexism) • Gender Identity/Sexual orientation: Homophobic/biphobic/Transphobic • Disability/physical needs • Home situations • SEND 	Verbal, gestures, graffiti or physical hurt focused on a particular characteristic (e.g. gender, race, sexuality, SEND).
Sexual/ harmful sexual behaviour (HSB.)	Explicit remarks, gestures, unwanted physical attention, inappropriate touching or other actions which are sexually harmful.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)