



BRIDGEWATER PRIMARY SCHOOL

BEHAVIOUR POLICY

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Addendum to Behaviour Policy in light of COVID -19

(To be read in conjunction with the Behaviour Policy)

At Bridgewater Primary School, we understand that positive behaviour is an essential factor enabling children to be successful and make good progress in their learning and 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. The recent school closure and the concern around the COVID-19 pandemic may leave some children feeling anxious and unsettled. As they return to school, their teachers and all members of the school team will be there to reassure each child and support their needs.

The coronavirus (COVID-19) pandemic has affected all aspects of our daily lives and regardless of age, this may be a difficult time for children. We understand that some children will be anxious now and some may not display their distress or worry until a later time.

Some of our children may struggle with this issue more than others will. They may be affected by how they understand information, whether they experience other difficulties in their lives, whether they find it hard to cope with stress or if they have a special educational need that makes understanding the changes more challenging. These concerns may be manifested in physical symptoms such as difficulties in eating, sleeping or suffering from physical ailments such as stomach or headaches. Others may demonstrate their uncertainty by the way they react to returning to the boundaries and structures in school. In all cases, we will be doing our best to help and support children and families through this time.

To support the children at this time we will:

1. Listen and acknowledge their concerns and fears, responding consistently and kindly.
2. Support any changes in their behaviour and encourage them to share their worries with a familiar adult.
3. Continue to support families and children who are not in the first phase of the return to school. Please contact the School Office to request this support, if you are not already receiving it.
4. Provide them with clear and age appropriate information about the situation and how we are working together to keep safe. This will include, for example, how we will wash our hands often, move around school, keep a social distance, manage our social interactions and the changes in routines such as using the toilets, break times, lunchtimes, assemblies etc. We will explain this simply and clearly, using words they understand according to their age.
5. Continue to communicate regularly with parents.

We understand that creating a new routine will take some time and the children will be supported to adjust step-by-step. There will be a balance between learning and wellbeing as we return, as we are mindful that for children to engage in learning, they need to feel safe and secure.

We will be aware that some children may require personalised nurture support, which will be tailored specifically for their needs.

If children have a special educational need, their teachers will consider how best to support them to make the transition back to the classroom. This may be accomplished by a number of methods including, although not limited, to:

- A structured timetable, which may be part-time initially
- A meet and greet in the morning to settle and share the school day
- Additional support at lunch and break times
- Additional adult support with learning or SEMH needs

Experiencing grief or bereavement

We are aware that, sadly, some families will have experienced bereavement over the period of school closure. The children may not have been able to say goodbye in the way they would have wanted and this may affect their confidence in returning to school. Grief will affect children in different ways but at Bridgewater, we have members of staff trained in supporting children with bereavement and the resulting emotional needs, such as sadness, guilt, shock and anger. They may also be overly concerned with the health of their families, whilst they cannot be with them. Please contact the Inclusion Team or talk to the class teacher, if we can help with this.

Behaviour Incidents

We believe that all children are entitled to feel safe and secure in the school. When considering the appropriate consequence for an incidence of inappropriate behaviour, the school will always investigate the circumstances and reach a decision that is proportionate and reasonable taking into account the circumstances, in line with the Behaviour Policy:

We recognise that each child may need different strategies, but we will always endeavour to put in place 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 plans may also be written with the child, if appropriate, and targets set that aim to change behaviour towards positive outcomes. *Behaviour Policy: 12.6*

All children are treated fairly and with respect and we have high expectations that they will behave in the new agreed way towards their peers and the adults that work and care for them within our school community. However, we understand that some children may struggle to readapt to school life. In accordance with this, if children behave in a manner that is inappropriate within the ethos of the school, at Bridgewater we aim to understand that there is a reason for the behaviour that needs investigation and understanding. If this occurs, we will contact parents/carers as soon as possible and work in partnership to attempt to resolve this jointly and plan a way forward.

Serious Incidents

These are addressed in accordance with the Behaviour Policy and Exclusion Policy:

Serious incidents include but are not limited to: persistent disruption to learning, intentional racism/homophobia or other prejudicial behaviour, bullying, peer on peer 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 or damaging school property.

Behaviour Policy: 13.3

Our aim will always be to ensure the wellbeing and safety of all children and staff. We will support children to take control of their choices and understand the consequences of those choices for themselves and others, but should a child's behaviour affect their safety, or the safety of other children or staff, the school will consider all the sanctions available to us.

In addition, the school's risk assessment sets out the measures that the school has taken reduce the risk of transmitting the virus to any persons to try to ensure the well-being of pupils, staff and their families. We consider that deliberately breaking the 2-metre rule, such as running at adults or children, showing physical aggression, spitting etc. as a serious incident, which will lead to parents being contacted immediately and could lead to a fixed term or permanent exclusion.

We ask parents to trust that school staff always endeavour to deal with incidents fairly and honestly, including understanding that a child may need a consequence to address any inappropriate behaviour, so they can learn from this experience and move positively forwards.

May 2020

BRIDGEWATER PRIMARY SCHOOL

BEHAVIOUR POLICY

2019-20

'Together We learn' is the rightful school motto. Children's wellbeing and self-esteem are effectively supported by strategies, which have been embedded across all phases and, as a consequence, everyone feels valued.

Anne Spencer - IQM Flagship School Report: February 2019.

At Bridgewater Primary School, we understand 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. 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 the behaviour that needs investigation and understanding. 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.

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 taking into account the circumstances. An appropriate consequence allows children time to reflect and improve the choices they make, preparing them for the future.

Writing this policy we have taken into account the DfE Advice for Headteacher and behaviour in schools:

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

1. The Scope of the Policy

- 1.1 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 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 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.

2. Nursery

- 2.1 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)

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 sanctions to discipline 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 Headteacher. If these discussions cannot resolve the problem, please refer to the school's Complaint Policy.
- 4.4 For informal queries or concerns, the Headteacher attempts to be available whenever possible 'on the gate' at morning drop-off.

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 nurture support.

6. Staff code of conduct

- 6.1 Within school, 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:
 - 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
 - Keep calm
 - Have 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. Online safety

7.1 We take online safety very seriously and work hard to communicate up-to-date information with families. We work with the Local Authority and provide a regular newsletter with the latest guidance as well as an annual online safety evening for parents/carers. 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. Unacceptable online behaviour comes under the scope of this policy. 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.

8. Social Media

8.1 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 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 may challenge inappropriate comments on social media.

8.2 For safeguarding reasons, we ask parents/carers not to use the mobile phones on site, in Walk in Wednesday or other school events.

8.3 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, and these are retained by the office at the start of the day and returned at the end of the school day.

9. The learning environment

9.1 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 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 positively on their learning and behaviour for their futures.

10. The ethos

- 10.1 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 supported via assemblies, circle time and the application of thinking skills. Children are given opportunities to reflect on these experiences and share what they have learned through them in their reflective journals.
- 10.2 There are a number of behaviour initiatives such as, weekly celebration assemblies, 'Values' week and anti-bullying week in which we applaud positive attitudes to learning. 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.
- 10.3 Alongside this, specific and genuine praise is a powerful intrinsic reward and motivator, which develops children's self-esteem and self-efficacy.

11. Social skills

- 11.1 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.

12. The school rules

- 12.1 The children establish class rules with their teachers, which adapt and change during the year. 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 This is a positive rule system, with five rules 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.
- 12.3 If the child breaks a rule, they will be given an appropriate consequence, after first been given a warning.
- 12.4 Please note that it is only on very rare occasions 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 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 Northamptonshire County Council that serious incidents are reported via the SIMS system.
- 12.6 We recognise that each child may need different strategies, but we will always endeavour to put in place 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 plans may also be written with the child, if appropriate, and targets set that aim to change behaviour towards positive outcomes.
- 12.7 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 or contact the Local Authority.
- 12.8 From 2019, we are introducing 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 1.
- 12.9 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. It is measurable and tailor-made to meet individual development needs with a wide range of engaging, therapeutic and motivating activities.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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, 2019.
- 13.3 **Serious incidents include but are not limited to:** persistent disruption to learning, intentional racism/homophobia or other prejudicial behaviour, bullying, peer on peer 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 or damaging school property.
- 13.4 Behaviour incidents will be addressed through a restorative approach and following actions/consequences: for example missing an activity, missing a series of breaks or lunchtimes, spending time in another class. 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.

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 Headteacher, 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 logged on our online tracking system.

- Serious Behaviour Incident – These incidents may result in an external exclusion and will be logged on SIMS and via the NCC Educational and Inclusion Partnership Team (EIPT.)
- Bullying – for physical, verbal, indirect and cyber bullying; staff will contact parents/carers if their child has been involved in an incident of bullying.
- Racist or another Prejudicial Incident – SLT will contact parents/carers if their child has been involved in an incident of this (these are reported to county).
- 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: 2011)
- 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. Exclusion

- 18.1 We follow 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 Headteacher 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, safety of others in the school and the need to maintain order and discipline.

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 Education Inclusion Entitlement Team (EIPT) who will be notified of the decision and the arrangements to reintroduce the child.

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 governing body of a 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 the Local Authority to plan when and how to reintegrate the pupil at the end of the placement when he or she returns to the school.

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 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).

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, SENCO (special educational needs coordinator) and Parents/Carers.

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.

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.

23. 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 Promoting the Values of Our Society/British Values statement.) The children also understand their responsibilities to act with empathy towards members of our school community. Behavioural incidents are addressed through a 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 intends to increase understanding of a behaviour and reduce the likelihood of it reoccurring due to the increased understanding and empathy of the process.

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 Prime Minister, Deputy Prime Minister and the Cabinet. 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.

- 23.3 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. 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 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 Children understand that they are able to speak to their class teachers or teaching assistants and support staff who they feel comfortable with if they have any worries. As a school, we run a Nurture Lunch, which provides children with an alternative to lunch in the Main Hall and a Nurture table with additional adult support in the Main Hall for those who require a little more support. Staff volunteer 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.
- 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 psychology, 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

26.1 Bridge Builders is a peer support programme; 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.

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.

28. Discrimination against Protected Groups

28.1 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.

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

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. Searching pupils' belongings

- 30.1 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.)
- 30.2 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.

31. Outside Agencies

- 31.1 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) 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.

32. The Police

- 32.1 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.
- 32.2 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.

33. Social Services and Child Protection Team

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

34. Equal Opportunities statement

34.1 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.

35. Governors' Responsibilities

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

35.2 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.

36. Related Policies

- Exclusion Policy
- Equality Duty
- Special Educational Needs Policy, incorporating Special Educational Needs Report
- Anti- Bullying Policy
- Promoting the Values of our Society Statement (British Values)
- Online Safety Policy
- Charging and Remissions Policy
- EYFS policy
- Out of School Club Policy

Appendix 1

Key Adults

Headteacher – Alison Harvey

Deputy Headteacher/ SENDCo – Frances Troop

Assistant Headteacher – Laura White

Learning mentor – Victoria Ashby

Online Safety Lead and Anti-Bullying Lead – Nicola Redden

Parent Link Worker – Louise Thomas

Pastoral Care – Sharon Jones

Chair of Governors- Joanna Dunkley and Chris Grimshaw

Phase Leaders Laura White/AHT

Early Years Phase (Nursery and EY) – Jessica Wise

Lower Phase (Years 1, 2 and 3) – Felicity Sinclair

Upper Phase (Years 4, 5 and 6) – Jaimie Boyling

Appendix 2

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 _____

Appendix 3

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 regards 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.

Commented [FT1]:

Commented [FT2]: