Behaviour Policy

This Policy has been written in accordance with:

- Safeguarding and Child Protection Policy
- Working together to improve school attendance
- Anti-Bullying Alliance
- Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies, DFE
- Changing Minds- The Psychology of Managing Challenging Behaviour within an Ethical and Legal Framework - Team Teach
- British Institute of Learning Disabilities (BILD) Guidance on Physical Restraint
- Behaviour and Discipline in Schools - Advice for Headteachers and School Staff 2016, DFE
- Attendance Policy

Policy: Behaviour	**Date Policy reviewed:** 16/10/24
Committee: Full Governing Body	**Review date:** September 2025

Meole Brace
C of E Primary School and Nursery

Behaviour Policy

Contents

1. Our School Vision

"Let your light shine." Matthew 5:16

As a school and a community, we give children every opportunity to flourish and let the light of God shine through them, remembering that it is only with God's help – the source of all light – that we will be most able to shine brightly.

Values, Ethos and Mission

Our school aims to reflect a warm, caring **Christian** ethos where everyone is valued. We believe that **children's wellbeing** is at the centre of our life in school and **the key to raising academic success.** This is supported by **high expectations for every child** and by developing personal awareness, creativity and social understanding.

We place a strong emphasis on our three core school values of ***Community, Perseverance*** and ***Respect*** through close partnerships between children, staff, governors, the Church and parents as an extension to family life.

We believe that we make a difference by **creating a safe, healthy and stimulating environment** of **quality provision** where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

We aim to:

- Offer an excellent education within a framework of Christian values and beliefs.
- Be an inclusive community in which everyone feels happy, valued and secure.
- Build and maintain strong relationships with our families, carers, Church and wider community.
- Promote an environment all where children can reach their full potential.
- Foster a desire for independent and lifelong learning.
- Raise children's aspirations and to widen their horizons through a **context rich curriculum** that gives purpose to their learning, offers a range of experiences, as well as broadening their understanding of the local, British and global communities**.**

Above all, we aim to develop **positive, confident, reflective children** who:

- Take part in decision making within the classroom and school so that they have **sound knowledge of their own value and purpose**.
- Understand the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong.
- Are able to think **creatively and independently** in order to have aspirations for the future.
- Are proud to be part of a diverse British society.

Underpinning our Vision are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

Respect - for self, each other and our school, and that this is reflected in our thoughts, words and actions

Perseverance - the strength and resilience to overcome challenges and grow strong. Patience and knowing that some goals take some time to achieve.

Community- that learning and working together are social experiences that happen within and beyond our locality

These values mean that pupils and adults work actively in partnership to enable all members of our school community realise their potential and become happy, valued and empathetic citizens. This directly links to our school vision from scripture: *'Let your light shine'.*

1.1 Aims of the policy

- To create a welcoming, inclusive and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school, which all pupils know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.
- Pupils take on ownership for their own learning with pride in their work

At Meole Brace C of E Primary School and Nursery, we want to help pupils grow up with a clear view of what is right and wrong and an appreciation of the needs of others and the community around them.

We, as adults, are the role models for the pupils and take this responsibility very seriously in that we endeavour, at all times, to treat each other and the children as we, ourselves, would wish to be treated.

A system of positive praise and reward and the encouragement of self-control will lead to a happy atmosphere in the school and will enhance learning.

2. Behaviour for learning

Pupils need to know where they are in their learning what they need to do to improve their learning. The Marking and Feedback Policy sets out how adults involve pupils in their learning. Through self and peer assessment and closing the gap marking that guided pupils return to and improve their work. Feedback is given outlining next steps for pupils. Pupil Voice is used as part of lesson observations and Pupil Profiles. Pupils take great pride in their work and their books are well cared for.

Our school values: *Community, Respect* and *Perseverance,* and our vision of '*Let your light shine*' (Matthew 5.16) establish clear expectations for learning. Pupils have regular opportunities to discuss their learning, challenge themselves and reflect on the work that they and their peers have accomplished.

2.1 British Values
As a school, we are committed to serving its community and the wider world. Our rich curriculum explores Spiritual, Moral, Social and Cultural aspects of learning.
The five fundamental British Values are:
- Democracy
- The rule of law

- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are discussed with pupils through weekly class worship, PSHE, class discussions, collective worship and circle time.

3. Promoting Good behaviour

Good behaviour is helped when everyone remembers to do what is expected of him/herself. We encourage good patterns of behaviour by:

- as a school communicating clearly to pupils what is expected of them;
- praising children when we see good behaviour (this can be done using non-verbal signals, positive verbal comments or positive written comments);
- focusing on the positive behaviour taking place;
- giving pupils responsibility e.g. Wellbeing Warriors, School Council, House Captains, Junior Janitors
- referring to and consistently applying school and classroom rules;
- matching expectations and activities to individual children's age, needs and development;
- recognising achievements with certificates in celebration worship;
- regularly informing pupils' parents/carers of good behaviour or achievement ;
- encouraging pupils to think about others through class and whole school worship;
- using common language for describing feelings and emotions based on Zones of Regulation® to support co and self-regulation.

3.1 Zones of Regulation

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Blue Zone -   used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

3.2 Rewards

As a school, we believe that by praising and rewarding positive behaviour, others will be encouraged to act similarly. Our Positive Behaviour Policy not only specifies what agreed sanctions may be used, but also how positive behaviour will be reinforced through praise, rewards and celebrations.

Positive behaviour is celebrated in a variety of ways.

Celebration Worship
During this weekly worship time, class teachers nominate pupils for Head teacher Awards under the school's three values: **Respect, Community and Perseverance.**

Shining Light Awards
These certificates can be issued by all adults including lunchtime supervisors and are used to reward and recognise success and positive behaviour.

House Points
Children are allocated houses at the start of their school journey and work as a house community to gain house points. House points can be allocated for positive behaviour, success and achievement.

Stickers and individual reward charts
Adults may use stickers as an instant reward where they have recognised positive pupil contributions and behaviour. Stickers can also be used to motivate pupils with individual reward charts as part of an individual management plan.

4.   Expectations of pupils

We expect all pupils in our school to:

- follow their own class agreed rules;
- have high expectations of behaviour;
- be involved in their own learning;
- learn to understand that they are responsible for their own actions;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- learn to sort out disagreements and frustrations sensibly and constructively;
- be reliable, trustworthy and responsible;
- behave in a safe manner at all times;
- respect the school's environment and belongings;
- take care of their belongings and those of other children;
- show respect to each other;
- act with equal respect to all staff.

4.1 Attendance

Good school attendance is everyone's responsibility. At Meole Brace C of E Primary School and Nursery, strong partnerships between parents/carers, children and staff help to establish a culture of good attendance and punctuality. Research documented by the DfE (Working together to improve school attendance) identifies a correlation between regular absence from school and participation in extra-familial harm. We recognise that when children attend school consistently, they build strong trusting relationships with their peers and adults in school and are more likely to achieve and develop a positive behaviour for learning mindset.

The Parents/Carer's Role

Parents have an important part to play in supporting the School's Policy.

The school suggests that they:

- visibly and openly make it clear to their own children that they support the School's Policy
- work in partnership with the school
- focus on positive behaviour, rewards, encouragement and success whenever possible
- recognise that most incidents involving inappropriate behaviour are complex and usually cannot be blamed on any one individual
- contact the school, via the Class Teacher or Headteacher, at an early stage and at a suitable time if there is any matter involving their child that concerns them.

4.2 The Role of Other Adults in School

Visitors to the school are familiarised with the school's Visitors Policy. They are encouraged to recognise the professional role of the teaching staff, the Headteacher and Deputy Headteacher in administering the policy. They are part of our team and contribute to the smooth, happy and caring environment of our school.

4.3 Governors' Role and Responsibilities

The Governors have agreed the policy and ensure implementation. They review the policy each year and the Headteacher reports to governors on behaviour each term through the Headteacher's report.

5. Unacceptable Behaviour

This can be described as behaviour that:

- is in clear contradiction to our guidelines
- has an adverse effect on the working atmosphere in the class
- prevents effective teaching and learning taking place
- creates distress, unhappiness or discomfort for other children or adults
- is distracting others from work
- is disrespectful
-

Some examples would be:

- verbal abuse
- physical abuse
- refusal to respond to reasonable requests or instructions from adults.

Unacceptable behaviour which happens in school and, in some circumstances, outside of school, will be dealt with as quickly as possible.

School recognises that negative behaviours may indicate a wider safeguarding concern and that if this is the case, school will follow safeguarding procedures in line with the School Safeguarding and Child Protection Policy.
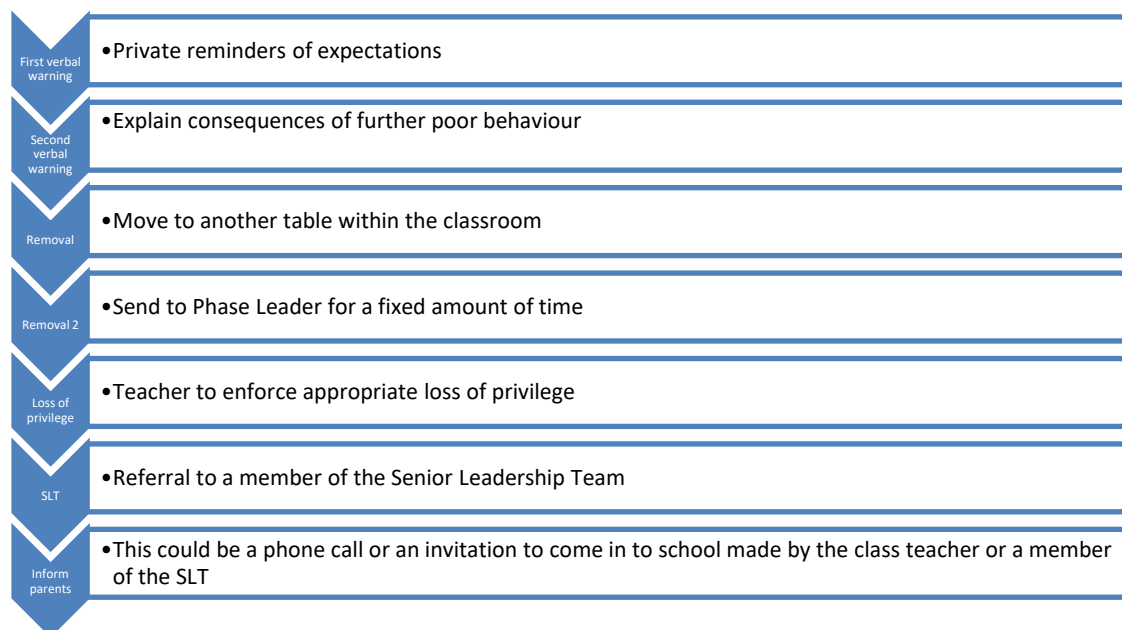
5.1 How we respond

Effective Behaviour Management Strategies:

Inappropriate or unacceptable behaviour can be dealt with in the following ways:

- appropriate eye contact with pupils,
- speaking quietly, in a relaxed, controlled manner
- temporarily withdrawing the child from a group
- use of verbal reminders that are thoughtfully and sensitively delivered and involve positive body language
- gathering information from all parties involved, where possible, to form a balanced view of events
- Individual Behaviour Plans
- recording incidents of misbehaviour in the behaviour log, also the strategies and rewards used to alter misbehaviour
- consequences
- involvement/notification of parents/carers formally following consultation with head/and/or deputy head
- the school will make every effort to ensure that children's learning difficulties do not lead to behavioural difficulties. This will be achieved by aiming to ensure an accurate match of work to ability and adopting strategies to raise pupils' self-esteem
- involvement of External Agencies

5.2 Consequences

Consequences are used fairly and consistently when a child displays inappropriate behaviour:

First verbal warning	•Private reminders of expectations
Second verbal warning	•Explain consequences of further poor behaviour
Removal	•Move to another table within the classroom
Removal 2	•Send to Phase Leader for a fixed amount of time
Loss of privilege	•Teacher to enforce appropriate loss of privilege
SLT	•Referral to a member of the Senior Leadership Team
Inform parents	•This could be a phone call or an invitation to come in to school made by the class teacher or a member of the SLT

Pupils will always be given a chance to consider their behaviour. They will be encouraged and supported in holding restorative conversations with other children or staff they may have offended or harmed and then be given opportunity to show they can keep to school rules; and/or make other suitable amends.

Removal 2

If a behaviour has reached the Removal 2 stage then the class teacher should send the pupil with work, to their phase leader's classroom for a fixed amount of time e.g. 10 minutes. The phase leader is not expected to reprimand the pupil as it is important for the class teacher to

manage the behaviour of pupils within their own class. This time will allow the class teacher to continue with the learning of the main class and give the pupil time to reflect on their behaviour and then return to class and continue their learning. After the learning session, the class teacher can then discuss the behaviour with the pupil in question.

Loss of privilege

This should be appropriate to the behaviour and also the age of the pupil. It may consist of reflection time for part of break time or during choosing time but should not impact on the pupil's learning.

SLT

We believe that most unacceptable behaviour should be dealt with by the pupil's own class teacher using the strategies listed above. However with persistent or extreme behaviour the pupil should be referred to a member of the Senior Leadership Team (SLT) who will provide additional support. A termly Behaviour Log is kept of pupils who have needed to be sent to the SLT. This also sets out the support given to the pupil.

Pastoral Support Assistant

Our Pastoral Support Assistant works with specific children identified by class teachers, parents, SEND or have requested support for themselves with regard to Well-being, Social, Emotional and Mental Health. Work for each individual pupil may look very different but could include discussions, play therapy, sessions with the school dog and circle time groups.
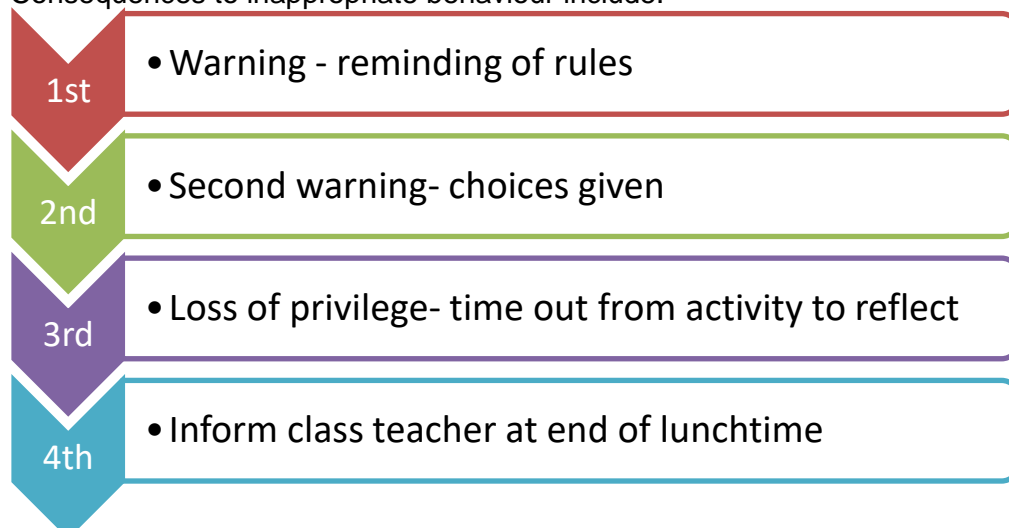
6.   Lunchtimes and playtimes

The school's Behaviour Policy is based on positive behaviour management and it is important that our pupils perceive the management of rules, rewards and consequences to be fair and consistent. Lunchtime Supervisors and Teaching Assistants play an important part in managing pupils' behaviour and can make a big difference to a pupil's day. Pupils should be rewarded for behaving appropriately.

Positive praise from lunchtime staff include:

- Verbal praise
- A Shining Light Award
- House points
- A lunchtime/playtime responsibility post

Consequences to inappropriate behaviour include:

1st • Warning - reminding of rules

2nd • Second warning- choices given

3rd • Loss of privilege- time out from activity to reflect

4th • Inform class teacher at end of lunchtime

Lunchtime Supervisors and Teaching Assistants are responsible for dealing with any negative playground behaviour in a fair and consistent manner.

Any very serious incidents should be passed on to the class teacher or phase leader immediately, who will inform a Senior Leader if required.

Informing another member of staff

Where a staff member needs to explain an incident to another member of staff, calm and clarity is paramount. Discussions about an incident should occur, where possible without the pupils present. Staff should refrain from using emotive language or naming individuals involved in front of other pupils as this may lead to difficulty in resolving an incident and settling it in a fair and balanced way. Staff should try to explain what happened in a discreet and objective manner.

7. Serious Misconduct

When an exclusion occurs parents/carers meet with the Headteacher to discuss why the exclusion is having to take place. Details regarding whether the exclusion will be permanent or fixed term will be given. A letter is also sent to the parents/carers, outlining the reasons for Exclusion, strategies of intervention and programme of study support material is given to the child during their absence.

The School Attendance Officer or the LA Inclusion Officer is also involved. If the pupil is to return to school following a fixed term exclusion, prior to the child's return to school, the parents meet with the Headteacher to discuss how home and school can work together. The child is welcomed back, discussion takes place on a new start for the child along with the school's expectations for him/her.

A programme of assessment and monitoring takes place to support the child. Regular meetings are held between the school and parents. Permanent exclusion is the final step.

8. Anti-Bullying

As set out in our Safeguarding and Child Protection Policy; all children have the right to protection from all types of abuse, neglect and exploitation. Everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them.

8.1 What is bullying?

Understanding what bullying is and how it can be recognised is fundamental. School has adopted the definition by The Anti-Bullying Alliance based on over 30 years of worldwide research.

Bullying is defined as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

(Anti-Bullying Alliance, 2024)

The four key elements to this definition are:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.

- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion

- **Indirect** - Can include the exploitation of individuals

Bullying can be related to a wide range of factors including but not limited to:

- race, religion or culture
- special educational needs or disabilities
- gender or sexuality
- appearance or health conditions
- young carers or looked-after children
- home circumstances

8.2 Recognising the roles involved in bullying behaviour

Research shows that the traditional view of bullying where there is a 'victim' and a 'bully' is much more complicated. More common, is that bullying tends to be a group behaviour where others can play a significant role intentionally or otherwise. **(Salmivalli, Finland)**

Often there is a 'Target' (traditionally known as a victim) and a 'Ringleader' (traditionally known as a bully). The Anti-bullying alliance recognises other roles within this dynamic including:

- **Reinforcer**- may not get directly involved in bullying but can incite the Ringleader and gather others to join in
- **Assistant**- joins in with the bullying
- **Defender**- defends and supports the Target by offering friendship, telling a teacher or empowering the Target to report it

- **Outsider**- observes the bullying but does nothing about it or pretends not to notice

(Developing a response process for peer-on-peer bullying ABA)

Bullying can take place in schools as it can in other environments. The aim of the positive behaviour policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour that affects everyone; it is unacceptable and will not be tolerated. This includes where children abuse other children (child-on-child abuse) or use words or actions which downplay or could (if not responded to) lead to abuse.

We want to ensure that no child-on-child abuse takes place in our school. However, we understand that we cannot just rely on children telling us that they are experiencing abuse from other children. Staff should understand that even if there are no reports in school, this does not mean child-on-child abuse is not happening. Staff will be made aware of the signs and indicators of child-on-child abuse as part of their professional development and supervision; which do not just rely upon children telling someone. Staff are expected to follow our Child-on Child Abuse Procedures as outlined in our Safeguarding and Child Protection policy.

The school monitors patterns of child-on-child incidents including those involving abuse, to ensure that we are aware of and able to minimise and respond to any emerging themes or patterns of behaviours. This helps us to continue to prevent, identify and respond to child-on-child abuse as outlined at the beginning of this section. This monitoring and our responses to it are reported to and overseen by our Governing Body.

8.3 Signs and indicators of bullying

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration, reluctance to come to school or absence from school.

8.4 Preventing bullying

Our strong Christian school values of **Community, Respect and Perseverance** underpin everything we do in school and are embedded across our curriculum. Children understand these values and try to demonstrate them in their day-to-day behaviour. Staff model the values in their own behaviour and plan lessons so that children learn more about how our actions can impact others. Pupils are encouraged to report bullying in this school through discussion with adults, class discussion, Digital Literacy lessons, PSHE, RSE and collective worship, where anti-bullying strategies are often discussed. Children are given scenarios to highlight the significant role bystanders to bullying can have, recognising the importance of the 'Defender' role in empowering the 'Target' or reporting the bullying themselves.

8.5 Responding to bullying

All school staff are alert to the signs of bullying so that they can act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Children and parents should feel able to discuss any concerns about bullying with class teachers or the headteacher, confident that we will always respond to any incidents of bullying in a serious way.

We will use a range of strategies to deal with this subject through:

- Collective worship
- specific work with pastoral support
- circle time
- class discussions
- drama/role play
- story and video
- "no blame" approach (positive peer pressure)
- building up self-esteem
- accessible reward system/praise culture
- buddying
- mentoring – peer/staff/outside agencies
- consistently applied classroom behaviour management techniques
- supervision during unstructured times – lunch/play, etc.

Based on research from the Anti-bullying Alliance, school will take a 3-step approach to ensure any incident of bullying is dealt with as effectively and consistently as possible.

> Step 1. Ensure all pupils involved are safe
> > Are all pupils involved safe?
> > Is anyone's physical health or wellbeing at risk?
> > Have you needed to use the child protection policy?
> > Did you access any outside support? E.g. NHS, police.
> > Did you tell the pupil/s being bullied that you are taking it seriously, it's not their fault and they don't have to put up with bullying?
> > Have you asked the pupil/s being bullied how they're feeling and how they think it can be resolved?
> > Have you informed the pupil/s being bullied what you will do next?

(ABA- Developing a response process for peer-on-peer bullying)

We will provide help and support for those who have been bullied (Target/s) and those in the group dynamic including The Ringleader, Reinforcer, Assistant, Defender and Outsider to educate and ensure there is a positive and restorative conclusion to bullying incidents. We will provide opportunities for children to talk in confidence about their feelings and anxieties. We recognise that bullying behaviour may indicate a wider safeguarding concern and that if this is the case, school will follow the Safeguarding policy in line with the School Safeguarding and Child Protection Policy.

9. Equal Opportunities

All staff are aware of the need to treat all children equally on matters of behaviour and discipline. We aim to ensure children are not discriminated against due to gender, age, religion, ethnic group or social/family background. We also take positive steps to deal with any gender or racial discrimination amongst children.

10. Physical Interventions

10.1 Physical interventions which are not restrictive or based on the use of force

All staff are made aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or disengage from pupils whose behaviour presents a clear risk of injury.

Most of our pupils will benefit from adults physically interacting with them as part of the way we teach. The kinds of physical interactions which are routinely used include a range of physical prompts such as:

- Holding a pupil's hand.
- Guiding a pupil using "caring C's" (hands in C shapes to guide).

In addition to this, if a pupil is distressed, it may be appropriate to place an arm around their shoulder to comfort them.

10.2 Restrictive Physical Interventions

Restrictive physical interventions are defined by the DCFS as interventions which "involve the use of force to control a person's behaviour and can be employed using bodily contact, or changes to the person's environment".

The use of restrictive interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversion, diffusion and negotiation to respond to difficult situations. Restrictive physical interventions must always be used as a last resort and involve the minimum amount of time. These are legal requirements. Individual Management plans will set out what is reasonable for individual pupils in foreseeable circumstances. In emergencies or unforeseen circumstances, any use of force will need to be reasonable. Failure to comply with these principles will be dealt with under the school disciplinary procedures.

10.3 Who may use restrictive physical interventions and when?

All staff have a duty of care to all pupils. Therefore, in an emergency, all staff who work at the school may use reasonable force to prevent a pupil from causing personal injury to any person, including themselves, causing significant damage to property or engaging in any behaviour prejudicial to the maintenance of good order. This may include staff who have not received the higher-level Team Teach training undertaken by some members of staff. However, the expectation is that if there are staff available who have been Team Teach trained, they will lead in any physical interventions.

10.4 Use of restrictive physical interventions in unforeseen and emergency situations

The senior leadership team acknowledge that, on occasions, staff may find themselves in unforeseen situations when they have no option but to use reasonable force to manage a crisis. It is recommended that before using force staff attempt to use diversion or diffusion to manage the situation. When using force staff must use techniques and methods with which they are familiar, confident and are in line with the British Institute of Learning Disabilities (BILD) requirements.

In exceptional circumstances where permitted techniques are ineffective or staff are unfamiliar with the action they should take, the member of staff should manage the situation as best they can in compliance with Section 550A of the Education Act 1996. Staff should always report and record use of physical force that occurs in unforeseen or emergency situations using the pupil's incident record booklet, or if the pupil does not have a booklet then on a separate sheet.

10.5 Risk Assessment and planning for use of restrictive physical interventions

All identified behaviour necessitating use of physical intervention will be formally risk assessed as part of our Individual Behaviour Management Planning.

In the event of disputes over, or concerns about techniques and methods being considered, an interim school strategy should be agreed and the matter referred to the LA.

10.6 Post Incident Support

Incidents that require use of restrictive physical interventions can be upsetting for all concerned and result in injuries to the child and staff. After incidents have subsided, it is important to ensure that the staff and children are given emotional support and basic first aid treatment for any injuries. The school will take action to report any injuries to staff or pupils in accordance with RIDDOR and this is done through the ACCIDENT BOOK/VIOLENT INCIDENT FORMS.

Incidents will be monitored by the Senior Leadership Team on a regular basis and this information will be placed in the Headteacher's Report to governors each term. In the case when a permanent exclusion has been necessary, the school will pass on details to the Inclusion Officer to ensure that information is shared with other agencies.

10.7 Responding to Complaints

In the event of a complaint being received by the school in relation to the use of force by the staff, the matter will be dealt with in accordance with the school's Complaints Policy.