



Brigshaw Learning Partnership (BLP) Primary Behaviour Policy

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1) Aims

Brigshaw Learning Partnership believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school expects every member of the school community to behave in a considerate way towards others developing confidence, self-discipline and self-esteem.

This policy supports the whole school community in aiming to allow everyone to learn together in an effective and considerate way.

We are committed to:

- Promoting desired behaviour.
- Providing a consistent approach to behaviour management
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

2) Legislation and statutory requirements

The Equality Act 2010

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools 2016
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Keeping Children Safe in Education guidance
- Special Educational Needs and Disability (SEND) code of practice.

This policy complies with our funding agreement and Articles of Association.

3) Key roles and responsibilities

The local governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Brigshaw Learning Partnership has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff, including teachers, support staff, and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy whilst modelling positive behaviour themselves

Staff will provide a personalised approach to the specific behavioural needs of particular pupils and will ensure behaviour incidents are recorded.

Good relationships with parents/carers are cherished by the school and we believe that the well informed supportive parent is a crucial partner. We want to establish a positive partnership with parents/carers that will inspire mutual trust and confidence. We believe that the more parents/carers know and understand what is happening in school, the more they will support our aims and practices.

Parents/carers will be expected to take responsibility and support their child to adhere to the behaviour policy inside and outside of school. Parents are expected to support the school to apply this policy and to ensure that the school remains a disruption free environment where all can learn

Pupils are responsible for their own behaviour both inside school and out in the wider community. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to a teacher or other adult at the school.

4) Definitions

For the purpose of this policy, the school defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, unfounded allegations, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual. Prejudice based bullying such as homophobic, racist, trans or peer on peer, gender or SEND will not be tolerated. Please refer to our anti-bullying policy for more detail.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating, inappropriate or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items or inappropriate images
- Truancy
- Refusing to comply with disciplinary sanctions
- Sexual violence

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, sexual jokes or taunting
- Physical behaviour like 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
- Theft
- Swearing, racist remarks or threatening language
- Fighting, aggression or physical violence
- Spitting and biting
- Repeated breaches of the school rules
- Any other behaviour that the school deems serious unacceptable behaviour

For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking or in quiet time
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption in lessons, in corridors, at break times or on public transport
- Use of mobile phones in school
- Incorrect uniform
- Any other behaviour that the school deems unacceptable behaviour

5) Training of staff

At school we recognise that early intervention can prevent bad behaviour. As such, staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Teachers and support staff will receive a copy of this policy and training on managing behaviour, as part of their new starter induction. Staff will receive regular and ongoing training, including proper use of restraint, as part of their development.

6) Expectation of Pupils

Pupils and parents/carers will be expected to:

- a) Uphold BLP and school values.
- b) Follow our school's rules

The school will teach pupils how to behave sensibly through:

- Values driven interactions with children
- Whole school and class/form assemblies
- Personal, Social, Health and economic Education (PSHE) lessons
- Other lessons
- Individual or group sessions with relevant staff
- Rewards and sanctions
- Restorative conversations where behaviour has fallen short of our expectations

Every child should feel that the classroom and wider school environment is safe and secure; free from all threats of physical and emotional harm. It is also important that each child develops self-discipline and good work habits, to resolve conflicts peacefully and to think independently.

7) Sanctions

At Brigshaw Learning Partnership, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and will be supported to understand it.

Teachers will use their professional judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school. The school behaviour sanctions and rewards can be found at Appendix 1.

8) Smoking and drug policy

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff must not smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

9) Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Please refer to our Safeguarding and Child Protection Policy for further procedures for dealing with allegations of abuse against staff.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

10) PHSE Programme

PHSE is taught across school and aims to develop children's social and emotional learning skills across three programmes of study:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

A wide range of topics are covered including friendships, bullying, self-confidence, keeping safe, assertiveness and conflict resolution.

11) Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

12) Items banned from school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Matches

- Water bombs
- Permanent markers
- Large sums of money
- Any other item the school deems to be related to drugs or smoking

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals
- Any other implement the school deems to be dangerous

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Any other toys/items which are deemed hazardous, dangerous, or inappropriate in a school setting

Children who are independent travellers to school (Y5/Y6) are permitted to bring a mobile phone into school. Mobile phones are collected at the start of the day and locked in the school office until the end of the school day.

13) Searching

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

Any staff member, except for security staff, may refuse to conduct a search.

14) Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police may be called for the removal of the item(s).

If appropriate, parents/carers will be informed of a confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

16) Outside school and the wider community

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Complaints from members of the public about bad behaviour by pupils at the school do not fall under the remit of the BLP Complaints Policy. However, such complaints are taken seriously and will be handled respectfully and expediently.

External trips, visits, clubs and other unstructured environments

These are often in more unstructured settings and can involve delivery by adults outside of the school staff. The school will look to support children with behaviour in such settings.

However, the school reserves the right to refuse or remove a child's access to clubs, trips and visits and other unstructured settings should they deem this necessary. A decision to remove access to clubs will be taken in the following circumstances:

- concerns about safety
- concerns about a child's behaviour
- concerns about a child's behaviour at an after school club or other unstructured setting
- any other behaviour the school deems unsuitable for a more unstructured setting

The school reserves the right to determine what is and isn't acceptable behaviour.

17) Special Educational Needs and disabilities

Prejudice based bullying on pupils with SEND will not be tolerated.

Where children are displaying more extreme or persistent behaviour we uphold our legal duties under the Equality Act 2010, in respect of safeguarding pupils with special educational needs and Disabilities (SEND) by ensuring the course of action we take will depend on the individual context and behaviour. Where the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer significant harm, we follow our Child Protection and Safeguarding policy.

There may be children who do not respond to the strategies already mentioned and who require individual support in the form of an Individual Behaviour Plan (IBP). Where appropriate children will be involved in writing their IBP. Progress will be monitored by the SENCO and further advice may be sought from outside agencies e.g. Inclusion workers or Educational Psychologist.

18) Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Care and control Policy

19) Complaints

An individual wishing to make a complaint about anything relating to this policy should refer to the BLP Complaint Policy published on the BLP Website.

20) Equality impact Statement


We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review, we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

21) Monitoring and review


Behaviour in school will be monitored on a regular basis by staff and governors. This policy will be reviewed by the BLP every 2 years, who will make any necessary changes and communicate this to all members of staff.




 *Reminder/Warning given*

 *5 Minutes thinking time away from the group*

 *Work away from the group for the rest of the session (in class)*

 *Sent to a partner class for 15 minutes reflection time*

 *Sent to a member of the Senior Leadership Team, parents contacted.*



Rewards



- 🏆 Dojo points
- 🏆 Verbal praise
- 🏆 Phone call home
- 🏆 Certificates
- 🏆 Whole class rewards- quick
tens
- 🏆 Special mentions in celebration
assembly
- 🏆 Stickers
- 🏆 Go to a member of the Senior
Leadership Team
- 🏆 Whole school rewards for red
card free weeks