

# **Behaviour Policy**

## **Bawdsey CEVC Primary School**



**Approved by: FGB**

**Last reviewed: May 2024**

**Next review date: September 2024**

**Bawdsey CVEC Primary School**  
**Our Christian Vision:**

At Bawdsey CEVC primary school our children know that they have God's world in their hands, they look beyond their quiet peninsula home to understand and make an impact on the whole, diverse world. We want the children to explore, to be resilient, caring and courageous advocates who know they are equal with others.

**Contents of policy**

1. Introduction
  2. Rules for behaviour
  3. Promoting and rewarding good behaviour
    - 3.1 Strategies to promote good behaviour
  4. Inappropriate behaviour
  5. Use of traffic lights
    - 5.1 Sanctions
    - 5.2 General notes
  6. Safeguarding
  7. Exclusion
  8. Use of reasonable force to restrain pupils
    - 8.1 Early interventions
    - 8.2 Active interventions
  9. Confiscation and searching
  10. Bullying
  11. The use of SMSC
  12. Ensuring good behaviour of pupil outside of school
  13. Training and implementations
  14. Roles and responsibilities of governors
  15. Roles and responsibilities of the Headteacher
  16. Roles and responsibilities of the class teacher
  17. Roles and responsibilities of the parents
  18. Roles and responsibilities of the pupils
  19. Liaison with parents
  20. Managing pupil transition
    - 20.1 Inducting incoming pupils
    - 20.2 Preparing outgoing pupils for transition
  21. Malicious allegations made towards staff
  22. Legal duties and legislation
  23. Training
  24. Monitoring arrangements
  25. Monitoring this policy
  26. Links with other policies
- Appendix A- Class behaviour log

## **1. Introduction**

We are an inclusive school and will make reasonable adjustments to meet the needs of specific individuals. The promotion of positive attitudes towards behaviour, other members of the school community and the school itself, are seen as being crucial, as such attitudes underpin effective learning and the development of all individuals who are part of our community.

Our approach to attitude and behaviour, links to our school vision and aims to: Promote self-respect, consideration and respect for others (children and adults), and for our learning environment. (Caring focus from the Vision)

Develop an attitude of trust and fairness. Foster self-discipline (Equality focus from the Vision)

Develop social skills and awareness.

The aim of this policy is to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## **2. The rules for behaviour that we expect to see from our children**

The class rules developed through discussion with children, are displayed in each classroom and discussed regularly with the children. These rules are what we expect the children to follow in school.

## **3. Promoting and rewarding good behaviour**

We will strive to:

- develop an ethos of celebrating children's work and behaviour, through regular praise and reinforcement, team points, stickers, and class rewards as appropriate and decided on by the class teacher.
- be positive in building children's self-esteem.
- celebrate achievements publicly, with weekly assemblies and in parents/ carers' newsletters.
- Regularly inform parents/ carers about their children's progress and successes.

### **3.1 Strategies to promote positive attitudes, self-esteem and good behaviour**

- Be consistent. Never ignore bad behaviour. If you cannot follow up an incident when it happens, let the child know you are aware of it and will be following it up soon.
- Aim to explain your expectations clearly, and expect the children to respond immediately.
- Diffuse a situation, perhaps through humour or delay, rather than by being confrontational. When needed use the Bellscroft de-escalation training.
- Discuss the school rules regularly with the children and be prepared to amend or extend them for your class as a result of discussion or a child's individual needs or understanding.
- Use circle time to develop self-esteem – in some classes when necessary.
- Be calm, cheerful and friendly, using humour (never sarcasm) and spending time during unstructured time (e.g. on the playground) to build positive relationships with children. Smile and use praise whenever you can, especially for children who are insecure or you know to be having problems either inside or outside school.
- Listen to the fears and concerns of the children in your care.
- Consider the timing of quiet and noisy sessions in your day. Children need to settle down after coming in from the playground, and before going to an act of worship.
- The pupils' behaviours will be shown on a traffic light behaviour chart in each class and the positive behaviours will be also displayed and praised.
- Always liaise with supply teachers, and other teachers when children move classes, to share expertise and knowledge.
- Each class has a set of class rules agreed by the children at the start of the year.
- Praise honesty, reward children for telling the truth.

### **4. Inappropriate behaviours**

This can take several forms, including:

- Bullying (see paragraph below)
- Lack of respect for the feelings of others
- Lack of respect for adults within the school
- Aggressive behaviour, both physical and verbal
- Defiance, either overtly or by insidious undermining of an adult's authority
- Persistent anti-social behaviour
- Destructive behaviour towards the property of others
- Inappropriate language (Including sexual and racist language.)
- Distracting others in lessons.
- Persistent extreme or radicalised behaviour.
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork
- Poor attitude
- Incorrect uniform
- Repeated breaches of the school rules
- Sexual behaviours or harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Pupils are not expected to have mobile phones or mobile linked watches with them on-site, unless agreed by the SLT. These devices will be locked away until the end of the day in the main office if the device is needing to be in school.

### **5. Inappropriate behaviour and the use of the traffic light behaviour system in classes**

- The traffic light system shows green, yellow, red and gold bands which serve as a visual reminder for pupils.
- All pupils start each session with their names in the green section. There are three sessions a day two for the morning and one the afternoon.
- In the instance of inappropriate behaviour, a verbal reminder that the pupil is making inappropriate choices is given and they are reminded that their behaviour is not in accordance with the school expectations.
- If the behaviour continues, a warning is given, and their name is moved into the yellow band. This is recorded in the class behaviour logs.

- Continuation will result in the child's name being put in the red band and the pupil will have a consequence see the list below. During thinking time, they will complete work that they have missed with their choice of behaviour. The class teacher will direct the pupil to sit in a designated place to complete their thinking time. This could be within the classroom on a chair separate from the rest of the class, or in an area within line of sight of a member of staff. After having thinking time, the pupil's name returns to green.
- If behaviour persists and the pupil's name gets to red twice within the same session, they will be sent to a Senior Member of staff to complete thinking time.
- If behaviour continues and a child's name gets to red 3 times in a day, they will be sent to the Headteacher or Senior teacher to miss class or break time and their Parents/ Carers will be informed.
- If a child has exemplary behaviour, they will have their name moved to the gold band and be praised for this.

**5.1 Sanctions** When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour. The child will be given the choice after each sanction to conform. This encourages the child to take responsibility for his/her own behaviour. For those children who choose not to follow our school rules, the following consequences may be carried out, but they may not be given in this order as if the misdemeanour is severe some stages can be missed out:

### **Early Years Foundation Stage**

Reminder and modelling of behaviours

Time out

For persistent or serious misbehaviour, a child may be sent to a Senior Leader

#### **Key Stage 1**

Warning

1 minute time out

3 minutes time out

Sent to Senior Leadership Team member

Working out of class with an adult

Sent to Headteacher and Parents/ Carers contacted

#### **Key Stage 2**

Warning

Removal from group for set time/task

Removal from the group for the rest of the session plus time spent with teacher discussing the issues regarding the behaviour

Sent to another class for the rest of the session

Sent to Senior Leadership Team Member

Sent to Headteacher and Parents/ Carers contacted.

### **5.2 General notes**

- Only class adults are to move the pupil's names on the chart for the negative behaviour choices.
- Children may move their own name back to the green when instructed by the class adults.
- The children's names can move away from the yellow and red by showing good behaviour choices travelling back to green.
- The pupils' behaviours should be recorded in the red, class A5 behaviour log so that any trends and patterns that arise with the negative behaviour choices can then be identified and prevented with deploying TA support or changing classroom routines.
- A pupil being unsafe i.e: throwing objects at other children in anger, hurting children on purpose, or swearing will have their names moved instantly to red.
- If a member of staff is deliberately hurt, or an attempt is made to hurt them the child will be taken to work away from the class and the incident may result in a fixed-term exclusion.
- For any extreme behaviours, the pupil will be taken directly to the Headteacher or Senior teacher.
- Nursery do not always use the traffic light system; any negative behaviour choices are often dealt with by the class adults. They give verbal reminders or explanations and then thinking time when needed.
- As an inclusive school, it is acknowledged that some children may occasionally require a different approach appropriate for their needs, involving a reasonable adjustment of the school behaviour policy. Where this is the case, this will be planned for and known by adults who work with that child. It will be kept safely out of sight of other children, but accessible to appropriate staff.

In all instances, the emphasis must be upon the children understanding what they have done wrong. The teacher needs to look for quick ways to reintroduce the child to the class, to repair the damage done to relationships, and to find something to praise the child for in the near future.

## **6. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

## **7. Exclusion**

In extreme cases a child may be excluded for a fixed term or permanently from Bawdsey CEVCP School. It is expected that should this be necessary many other

attempts will have been tried to correct the inappropriate behaviour, and that dated and signed documentation will exist to show that this has happened, other steps such as working with Senior Leaders, behaviour reports to home may have been used before exclusion occurs. The headteacher or senior teacher may give a formal warning to a child and inform their parents that such an action is being considered and will consult with the child's Parents/ Carers and Class teacher beforehand. In very extreme circumstances a child may need to be excluded without going through the above processes, for example if there was an obvious threat to other pupils and adults due to extreme physical or verbal aggression.

An exclusion is usually for a fixed term (usually one to five days). Subsequent exclusions would be for five and fifteen days, and then permanently. The Headteacher or Senior teacher would present the pupils' behaviour history to the LA inclusion team with the pupils' behaviour, in an attempt to not permanently exclude a child from Bawdsey school.

In all cases of exclusion, the headteacher and senior teacher would follow the current county advice and procedures and would consult the Inclusion Team and Chair of Governors. The document 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.' Published by the DFE September 2023 will also be adhered to. In the case of a child with additional needs displaying poor behaviour choices we will work with the family and external agencies to ensure we are being fair for that child.

## **8. Use of reasonable force to restrain pupils**

Teachers and other approved staff have a legal right to use **reasonable** force to prevent a pupil from:

- Injuring themselves
- Injuring others
- Damaging property or committing an offence.

It is expected that such situations will be extremely rare and will be used as a '**last resort**' as the de-escalation training of staff members will be followed before this happens, for example the other children in the classroom would be moved to remove the risk.

The Headteacher or Senior teacher will always be informed of the circumstances for such actions. They will normally interview the child concerned and inform the child's Parents/ Carers, the intervention used will be recorded if physical actions are used.

This policy authorises all teachers, teaching assistants, mid-day supervisors, Breakfast Club/ After School Club staff and Support staff to use reasonable force in the above circumstances, provided they tell the Headteacher or Senior teacher and provide a written account of the incident as soon as possible afterwards, so it can be reported to Parents/ Carers and be stored appropriately.



Any pupils who may display physically challenging behaviours we will get external support for through the Inclusion team, a SES, Mental Health referral or AP referral. They will have a behaviour support plan in place and a risk assessment as needed. The following techniques may be used in situations to de-escalate a child's behaviour or prevent themselves or others from getting hurt - with appropriately trained staff.

### **8.1 Early Interventions may include the following;**

- Physical contact such as prompting or indicating touching, or hand on shoulder for reassurance in avoiding known triggers.
- Redirection to reduce anxiety such as indicating and physical prompts to an alternative activity/area, using escorting/ guiding (collect hold) or one-person escort (support hold) or with holding. This follows anxiety identification through warning clues and physical signs outlined in a Behaviour Support Plan.
- Proactive and inclusive approach used as soon as warning signs identified.

### **8.2 Active interventions may include the following;**

- Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
  - Causing disorder
  - Hurting themselves or others
  - Damaging property
  - Committing an offence

Incidents of reasonable force 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 in the Bellscroft book and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

- Upon unsuccessful redirection, as soon as anger warning signs identified, disengagement including deflections, collect/support hold and removal from situation via low level de-escalation strategies.
- As soon as anger and aggression identified, and risk assessment concludes greater harm to those involved without intervention, restrictive techniques may be employed. These may include cupped fist hold, straight arm immobilisation techniques, or seated rest positions. These techniques will be reasonable, lawful and a last resort. They will involve two members of staff, and be recorded /logged afterwards appropriately in line with school policy

and staff are to have de-escalation training qualifications. These incidents will always be followed up with the child after the event at an appropriate time, to address the feelings and behaviours involved and work together to find new ways to address the initial trigger, anxiety and anger.

### **9. Confiscation and searching**

Bawdsey School reserves the right to ban certain items which may from time to time appear and threaten the orderly running of the school and the enjoyment and education of the children within it. These will most frequently involve ‘fads’ and swapping but may be any personal possessions. If after reasonable warnings a child still insists on bringing such items into school, then the teachers have the right to confiscate them until the end of the school day. In this case, they must ensure that they put the item confiscated in a safe place – in the teacher’s desk if it fits.

Dangerous and large items are taken to the office by a responsible adult. The school also reserves the right to look into a pupil’s personal possessions if they suspect there may be items that are not allowed in school or to call the police to support this as needed. This should be carried out with two members of staff and the child asked first to empty their bag, tray or pockets for the members of staff.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline (“Discipline in Schools – Teachers’ Powers”) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).
- Power to search without consent for “prohibited items” (Section 550ZA (3) of the Education Act 1996) including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images.

If weapons and knives and extreme or child pornography are found as a result of a search they will be handed over to the police. For other prohibited items found it is for the teacher (in consultation with the Headteacher or Senior Teacher) to decide if and when to return a confiscated item and this will normally only be returned to a Parent/ Carer.

If a device is found or shown to a member of staff with Nudes or Semi-nudes on the device, the school will follow the DFE [‘How to respond to an incident overview’](#) [March 2024](#)

## **10. Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying is an emotive and frequently misused word by Parents/ Carers and children. Children need to be educated to understand that bullying can take many forms, both physical and emotional. It involves one or more children picking on another child, or a group of children, making life uncomfortable or frightening for them. It frequently also involves events happening repeatedly. The most effective ways of dealing with bullying involve bringing the problem out into the open, and the greatest dangers

are always when the problem is kept secret, or a child who seeks to communicate is ignored or given bad advice.

Bawdsey School does not tolerate bullying. All incidents of bullying; including cyber bullying, prejudice- based and discriminatory bullying will be dealt with by the member of staff concerned promptly, and the headteacher or senior teacher informed so that a record can be kept by them and if needed reported to the county safeguarding team, for example if it shows itself to be child on child abuse.

At Bawdsey we have found the following actions to be effective:

- Listening to the child and their parents/ carers, and looking for possible causes.
- Investigating complaints to ensure fairness. Sometimes the simple fact that staff are aware and monitoring relationships is enough to prevent further instances. Always record findings and inform the headteacher or senior teacher.
- Inform all staff who may look after a child, so they can also monitor and be prepared for possible bullying.
- Mentor the person being bullied, suggesting strategies (e.g. associating with different people or walking home with a friend) which are within the school's accepted code of behaviour.
- Monitor by talking to Bully and Victim every day so that they know it is being addressed. Reduce to weekly when appropriate.
- Establish a contact person with whom the person being bullied can discuss the issue.
- Establishing an anonymous 'I need to let you know...' system (perhaps a box or agreement with your class that they can leave such a note in your top drawer) as needed.
- Running PSHE, circle time lessons and assemblies or small groups with a bullying focus.
- Using drama to explore the feelings of people being bullied.
- Using Thrive and ELSA sessions to help either party as needed.
- Recording and looking for trends and places when such incidents occur.
- Discussions with Parents/ Carers of all involved.

Bullying can have a very serious effect upon those involved. For this reason, the staff will always act promptly and conscientiously when they find out about a possible instance of bullying. Please see the separate Anti-bullying policy for the school.

### **11. The use of SMSC, One Decision PSHE scheme and 'No Outsiders- Everyone Different- Everyone Welcome' in school**

We work to prevent pupils from developing extreme and radical views by embedding spiritual, moral, social and cultural principles throughout the curriculum. We strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. We also use the 'One Decision'

PSHE scheme and the worship and lesson resources from 'No Outsider- Everyone Different- Everyone Welcome' by Andrew Moffatt to promote equality in the school and outside.

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

All staff and Governors have yearly training in PREVENT.

## **12. Ensuring good behaviour of pupils outside of school**

The school reserves the right to discuss and implement behaviour consequences for pupils who use inappropriate actions outside of school. This may occur if the pupils are identified as being from Bawdsey school or who are in school uniform outside of school and behave inappropriately which may affect the school's reputation.

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **13. Training and implementation**

For this policy to be effective, all staff need to be aware of it, children and their parents/ carers need to understand it, and training needs to be provided as appropriate. It also needs to be flexible, so that steps can be by-passed or added as are necessary in individual circumstances and to meet the needs of individual

children. Staff should have Schoolsafe or Bellscroft safety training, and if appropriate, training in physical de-escalation and handling techniques.

#### **14. Roles and responsibilities of Governors**

The Governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

#### **15. Roles and responsibilities of the Headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Children's Committee.
- Giving due consideration to the school's behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this

#### **16. Roles and responsibilities of Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **17. Roles and responsibilities of the Parents and Carers**

Bawdsey School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents/ carers to support their child's learning, and to co-operate with the school, and that may be set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/ carers immediately if we have concerns about their child's welfare or behaviour.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by

keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Parents/ Carers will not interfere in relations not related to a child in their care.

### **18. Roles and responsibilities of the Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

### **19. Liaising with Parents and Carers**

When Parents/ Carers are approached it should be to seek their help and support and inform them of any incidents which may cause their child to become distressed or anxious. Involving Parents/ Carers will, in most cases, follow these steps:

- An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion. Staff may also communicate with parents via Classdojo, phone or email to inform Parents/ Carers of their child's behaviour or incidents involving their child.
- The Parents/ Carers are asked to come in for a formal meeting with the class teacher or member of the senior leadership team.
- The Parents/ Carers are asked to come in for a formal meeting with the Headteacher.

To set up positive links, adults in school are encouraged to keep parents/carers informed when their child has behaved well. This can be done verbally as well as by giving certificates. These are celebrated in school and parents are informed via the weekly newsletter.



Class Dojo is used by teachers to track pupil behaviour and engagement in lessons and throughout school. Points can be rewarded for positive behaviours and comments sent home with any negative behaviours. Teachers complete class Dojo at the end of each lesson. Teachers can also directly link with parents through the Class Dojo app to show good work, good behaviour or aspects of behaviour that can be improved upon.

## **20. Managing transitions**

Ensuring that high behaviour expectations are met throughout the school the traffic light system is used in each class. The children follow the same behaviour system in each class; therefore, they understand not only the expectation of them but also the sanctions. Children have the opportunity to meet their teachers prior to 'moving up' into a new class to understand individual staff's expectations and boundaries. Children with PLP's (Personalised Learning plans) will be given extra opportunities to meet their teachers. Children with additional needs/ EHCP any behavioural provision they require will be carried out throughout their classes/with different members of staff, ensuring continuity.

### **20.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **20.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **21. Malicious allegations made towards staff**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to 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 (LADO), 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.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils and vexatious complaints document.

## **22. Legal duties and legislation**

Bawdsey School must take account of any special educational needs when considering sanctions and rewards. We have a legal duty under the Equality Act 2010 as amended not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Headteacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability, so the pupil is not treated less favourably for reasons related to the disability, this however, does not mean pupils with an additional need or disability are exempt from actions related to poor behaviour that is not improving.

We ensure our behaviour policy doesn't unintentionally discriminate against certain groups. All classes keep a record of behaviour incidents and look for patterns, so we can make sure one particular group isn't more affected by the policy than other groups.

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## **22. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint and de-escalating behaviour situations
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## **23. Monitoring arrangements**

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every year by the Governing body or school staff.

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

## **24. Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and Children's Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Children's Committee.

## **25. Links with other policies**

This behaviour policy is linked to the following:

- Child protection and safeguarding policy
- Anti-bullying policy
- Vexatious complaints document

