



# Brandhall Primary School



## Behaviour Policy

February 2022



## **Our Vision**

To build a community which values kindness, care, good humour, good temper, obedience and empathy for others. To promote community cohesion through improved relationships. To ensure that excellent behaviour is a minimum expectation for all.

The aim of our behaviour policy is to allow pupils to develop character traits such as self-discipline, self-awareness and consideration for others. It will encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour. Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.

The purpose of our behaviour policy is to create a safe and secure environment where all children are enabled to achieve their full potential and to be educated with respect and dignity.

At Brandhall Primary School we aim to provide a happy, caring and secure environment where all pupils (irrespective of race, disability, sexual orientation, gender and religious belief) are encouraged to demonstrate an understanding of self-discipline and respect to all members of our school community and do their best. It is based on the principle of inclusion and equal opportunity and reflects the values of our school vision and will therefore, be monitored to ensure this. As a consequence, we expect parents to work with us to enable children to behave sensibly and safely.

This policy has been developed through a process of consultation with school staff, parents and Governors. It describes the school's principles, aims and expectations of behaviour. This document sets out the procedures for rewarding good behaviour and sanctions for inappropriate behaviour. We also believe that our Behaviour Policy is firmly linked to our Anti-bullying, Race Equality and Child Protection & Safeguarding policies.

## **Aims**

- Our policy is based on choices and consequences.
- To provide a safe and secure environment for all our pupils and staff, so that they can work and learn together to enable them to experience responsible and independent learning and encourage self-discipline.
- To be positive in our approach to promote considerate, respectful relationships between all members of the school community.
- To have a consistency of approach across the whole school, modelling what is meant by good behaviour and recognising this and rewarding it
- To be consistent about what is acceptable behaviour, ensuring that all members of the school community work together to provide a secure, safe and enjoyable learning environment.
- for every member of the school community to feel valued and respected, and for all persons to be treated fairly
- provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
- teach children behaviour that is appropriate to different situations
- raise awareness amongst children of the need to recognise and manage their emotions and reactions
- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult
- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises



- have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- reinforce good behaviour so that children feel good about themselves
- for all staff to focus on de-escalation and preventative strategies rather than reactive
- all staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating
- prevent bullying

### **Pastoral measures**

- ✓ A chat pass may be given when a child feels they may need to have time out from lessons to help sort out an issue they may have at school or at home.
- ✓ Reflection room
- ✓ Emotion coaching is used by all staff and all trained in trauma and attachment.
- ✓ Strong links with outside agencies such as Decca, Sandwell ASB team, NSPCC, Rewind and the local Police.
- ✓ Values based assemblies.
- ✓ Nurture room
- ✓ Nurture breakfast club
- ✓ Parent workshops
- ✓ PSHE curriculum.

### **Rewards**

- We recognise children's efforts to behave as expected by:
- Drawing the attention of others to their good behaviour and praise for appropriate behaviour
- 
- Postcard home
- Rewards including, stickers, house points, stars of the week, morning tea, praise assemblies, silver and gold cards, reward parties and extra play.
- Rewards are given in accordance with individual behaviour programmes when necessary
- Visit to the head and deputy head teacher
- Morning Tea
- Praise assemblies

### **Sanctions**

- Reminder of the rules
- Verbal warning
- GTBG – yellow card
- Further warning
- Red card
- Expecting work to be completed at playtime
- Complete yellow slip (red slip by TM)
- Sending the child to the Deputy head teacher
- Phone call home
- A system for being 'on report'
- Internal exclusion, Fixed term exclusion and Permanent exclusion



### **Fixed-term and permanent exclusions.**

- We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (2008, updated 2012) and the school will refer to this guidance in any decision to exclude a child from school.
- In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an immediate exclusion.
- Only the Headteacher (or the Deputy in the absence of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, school may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **The responsibility of Parents**

- To support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives punctually at school at 9:00am and collected at 3:15pm.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To encourage children to do their homework and offer support with this.
- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour. If a longer appointment time is needed, please see or phone the school office. They will be able to check with the teacher the best time for an appointment. Every effort will be made to see parents as soon as possible.
- Understand that between 8:45am and 3:15pm, teachers are unable to speak to you because the children are their first responsibility.
- In KS1 classes, the support assistant can always be spoken to and the messages will be passed on to the teacher. In KS2 classes, please come to the school office.
- If you wish to discuss the matter further, please make an appointment to see Mr Moore or Deputy Headteacher.



- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To ensure that contact details are up to date, for use in an emergency.
- To encourage independence and self-discipline.
- Act as good role-models for their children. Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. This behaviour will result in parents/carers being banned from the school premises for a period of time.

### **SEARCHING**

The DfE has published 'Screening, Searching and Confiscation' guidance (2011) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

The head teacher and SLT may search a pupil, with their consent, for any item that is banned by the school rules, and in any situation considered necessary for the safety of pupils. Consent is not required if the search is for knives or weapons or the item could cause harm.

### **The power to discipline beyond the school gate**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

### **Use of Reasonable Force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force', published 2012. Staff (in rare instances) will only intervene physically to restrain a child if the child is at risk of causing harm to themselves or others. Staff are MAPA trained and this will only be used as a last resort if safety of a child/adult is in jeopardy. Physical intervention would only be carried out by staff who have up-to-date MAPA training. Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property and should only be used as a last resort.

### **Legislation and statutory requirements**

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- It is also based on the special educational needs and disability (SEND) code of practice.



- The Equality Act 2010
- Use of reasonable force in schools

### **Covid-19 Addendum**

With the reduction of pupils and the restrictions of bubbles, a few adaptations to our behaviour policy has been necessary. Our behaviour code and expectations has not changed. Children will still adhere to the Good to be Green scheme. If they receive a yellow card this is to be dealt with in the same way; by class teacher.

Children are in phase bubbles and will therefore be dealt with by their phase leader should they receive a red card. If there should be a serious incident then Tom Moore, Rebecca Summers (DHT) and Liz Hart (HT) will be informed and deal with the matter accordingly. If a child receives a silver this will be dealt with in class by class teacher as normal, if they receive a gold card they can be given a gold sticker, work sent to phase leader or a member of SLT. HT and DHT can praise the child following the 2m rule and following the risk assessment put in place. (See Website)

Internal and external exclusions can still occur following socially distancing guidelines. There is currently no reflection room as the children cannot mix bubbles. The children can still access the nurture room with Jane Brewer (SENCO) and Tom Moore should they require some reflection time or support. All Covid-19 guidelines and risk assessments will be followed.