



Byley Primary School and Nursery

Behaviour Policy

Date of policy	Date for renewal	Signed	
October 2023	October 2024	Elizabeth Whittingham (Headteacher)	Andrew Gibson (Chair of Governors)

Statement of intent

Byley primary School and Nursery believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- 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 misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with 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.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Roles and responsibilities

The governing board have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Overseeing the whole-school approach to mental health, how staff are supported with managing pupils with SEMH-related behavioural difficulties and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management.

The SENCO is responsible for:

- Undertaking responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe, learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the Behaviour Policy. Good schools will have a range of disciplinary measures. At Byley Primary School and Nursery, staff will use their professional judgment and experience to determine what is appropriate and reasonable, these sanctions will include:

- Issuing a verbal warning/reminder of the expected behaviour

- Moving a child's name to amber
- Working on a different table
- Working outside the classroom
- Missing part of playtime/lunchtime
- Loss of privileges – for instance the loss of a prized responsibility
- Missing break time
- Detention during lunch time, or other appropriate time
- Informing parents/carers
- Being sent to the Headteacher - or another member of staff in the absence of the Headteacher
- School based community service or imposition task when the task is seen as a punishment– such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Being placed “on a behaviour contract” for behaviour monitoring
- In more extreme and/or persistent cases the school may use temporary or permanent exclusion.

The school will ensure that all discipline is reasonable in all circumstances and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home/life issues.

Use of Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of child.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to an area that is:

- In an appropriate area of the school
- Suitable to learn and refocus
- Supervised by a member of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. Appropriate work will be set by the class teacher for the pupil to complete.

Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Child-on-Child Sexual Harassment and Sexual Violence

As a school, we assume that some pupils experience sexual harassment and/or sexual violence while at school. This kind of behaviour is not acceptable and will not be tolerated. If we discover such incidents have occurred, we will support the victim and apply this policy taking into considerations the expectations of the school's Safeguarding Policy and Keeping Children Safe in Education 2022. Parents are likely to be informed and, if appropriate outside agencies.

Rules and rewards

Rules

The school rules are:

Look after ourselves

Look after each other

Look after our environment

Rewards

We praise and reward children for good behaviour in a variety of ways. Staff may:

- Congratulate/praise children
- Give children house points
- Move pupil onto the classroom star to recognise consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness
- Discuss with parents/carers
- Nominate a child to be praised in assembly, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- Give class points to recognise teamwork
- Be invited to sit with the Headteacher for lunch

Behaviour outside of school premises

Pupils at Byley Primary School and Nursery are expected to represent the school in a positive manner.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Resources:

- We use books, videos, circle time and assemblies to whole school, classes or groups of children to learn about appropriate behaviour
- We use experts such as Community Police to deliver workshops to children as well as assembly times and key weeks – eg anti-bullying week
- We use the Jigsaw PSHE/RSE and No Outsiders schemes to promote inclusion, understanding and tolerance for others and the beliefs of others

This policy should be read in conjunction with:

- The Safeguarding and Child Protection Policy;
- The Behaviour Principles
- The Anti-Bullying policy;
- The Online Safety Policy;
- The Acceptable Use Policy
- The Exclusion Policy

Monitoring and review

This policy will be reviewed by the Headteacher and governors on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is October 2023

Byley Behaviour System

All children **start every session on green.**

1. **First reminder**
2. **Second reminder/warning**
3. **Final reminder – moved to amber**

Chat with adult and, if necessary, move places.

Children must be clear about the reasons for moving to amber. They will be able to earn the right to move back to green following improved behaviour

Children should only miss playtime if their learning has been affected by their disruption and no more than 5 minutes.

4. Red – persistent poor/disruptive behaviour

Time out in another area/think sheet (age appropriate)

A letter sent home.

Children must be clear about the reasons for moving to red. Following the sanction, they will be able to earn the right to move back to amber/green.

Extreme behaviour – straight to red.

Examples of such behaviours:

- Deliberately injuring another child or adult – physical assault
- Wilful damage of school or other people's property including graffiti
- Racism and bullying
- Theft
- Use of bad language – verbal assault
- Disrespecting adults in school
- Putting yourself and others in an unsafe position such as – leaving the classroom without permission
- Serious behaviour out of school
- Other premeditated behaviour
- Malicious allegations against staff

Children will be sent to the Headteacher/Senior Teacher to discuss the consequence of their behaviour and discuss ways forward. A letter will be given to Parents/Carers and a meeting arranged when required. These behaviours can lead to fixed term or permanent exclusion depending on the severity and circumstances.

Children should begin each session with a fresh start on green.

Records will be kept on CPOMS of children's behaviours in order to establish any patterns or consistent low levels of disruption.

Managing Behaviour at Lunchtimes

At lunchtimes children are expected to behave well and follow the instruction of the Mid-Day staff, just as they would a teacher. Lunch time staff are encouraged to speak positively with children, engage in play and demonstrate how to behave together. Mid-Day assistants will praise children, give house points, stickers and certificates which they will give to children to recognise and encourage this. However, some children's behaviour can be undesirable and where this continues they will use sanctions to encourage a quick improvement.

- If, after 2 warnings, a child fails to improve their behaviours then a time out can be given where a child stands beside the wall for 2 -5 minutes to reflect on what they are doing wrong.
- If a child's behaviour does not improve or is such that it requires a significant response, then a member of the teaching staff should be informed and will intervene.

