



Behaviour Policy

BLEAN PRIMARY SCHOOL

Policy Review date: September 2024

Headteacher: Mr I Rowden

Chair of Governors: Mr H Samuelson

Date of Next Review: Autumn 2025

Rules for Behaviour

Be Ready

Be Respectful

Be Safe

RATIONALE

It is the primary aim of Blean School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all.

This document has been updated to reflect guidance from the DfE's 'Behaviour in schools: advice for headteachers and school staff, 2022,' and provides a framework for the creation of a happy, secure and orderly environment, in which children can learn and develop as caring and responsible people. It should be read in conjunction with our SEN information report, Anti-Bullying Policy, PSHE Policy, Safeguarding Policy, Exclusions Policy and Policy for Teaching and Learning. All staff should adopt a consistent approach, common standards and set the example for children to follow.

Staff follow the Education endowment Foundation (EEF) guidance on improving behaviour in schools. This document recommends strategies to prevent misbehaviour happening. A key theme from these recommendations is the importance of knowing individual pupils well, so that teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave.

We encourage children to become responsible for their own actions, for them to become aware of the possible consequences of what they say and do. As a school, we use restorative approaches to support a harmonious learning environment, where pupils are encouraged to self-regulate their behaviour. This restorative approach is based on the following four key features:

Respect – for everyone by listening to others' opinions and learning to value them.

Responsibility – taking responsibility for your own actions.

Repair – developing individuals' abilities to find solutions that repair any harm that has occurred and ensure that negative behaviours are not repeated.

Re-integration – working through a structured supportive process that aims to solve the problem.

When dealing with incidents in school the adults will use restorative questions:

-What's happened?

-What were you thinking at the time?

-What have you thought since?

-How did this make people feel?

-Who has been affected?

-How have they been affected?

-What should we do to put things right?

-How can we do things differently in the future?

ZONES OF REGULATION

At Blean we use The Zones of Regulation to teach pupils the skills to develop self-regulatory abilities. It supports pupils to understand how to evaluate their social emotional state and to make better choices to regulate their thoughts, actions and sensory needs in a manner that helps them feel proud of themselves for working to be more responsible members of their community.

RULES

The school has three rules: Be Ready, Be Respectful, Be Safe, but the primary aim of the behaviour policy is not a system to enforce rules. Rather, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The three school rules are referred to in school as 'The Blean Bees' which feeds into our school ethos of 'Learning together to enjoy and achieve'. Pupils are supported to achieve these standards through a range of strategies outlined below.

Be Ready Be Respectful Be Safe

(See appendix 1 and 2)

ROLES AND ORGANISATION

All staff should:

- Refer to 'Be Ready, Be Respectful, Be Safe.'
- Use a consistent, affirmative language based around these three rules when addressing behaviour.

The role of the class teacher/support staff is to:

- Ensure that the three rules are observed in their class, throughout the school, and on the playground.
- Have high expectations of each child in terms of behaviour within the classroom, around the school, during collective worship, and strive to ensure all pupils learn to the best of their ability.
- Treat each child fairly and enforce the three rules consistently.
- Ensure that pupils complete assigned work.
- Build a supportive dialogue between the home and the school, and inform parents if we have concerns about their child's welfare, attitudes to learning or conduct.

The role of the Headteacher is to:

- Implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.
- Promote good behaviour, self-discipline and respect.
- Support staff in the implementation of the policy.
- With the Deputy Headteacher, keep records of all serious reported incidents of misbehaviour.
- Be responsible for giving fixed-term exclusions to individual children where appropriate.

- Permanently exclude a child in line with LA guidance for repeated or very serious acts of anti-social behaviour.

The role of parents is to:

- Familiarise themselves with Blean School Behaviour Policy and support the high expectations set by the school.
- Work collaboratively with school so that children receive consistent messages about required behaviour at school, on their journeys to and from school, when representing the school or wearing the school uniform.
- Support the implementation of the school behaviour policy if consequences have been issued to a child by a member of school staff.
- Contact the Class Teacher, in the first instance, if there are any concerns.

The role of the Governors

The Governing body has the responsibility of setting down the general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The Governors support the Headteacher in carrying out guidelines.

REWARDS AND CONSEQUENCES

Excellent behaviour is encouraged through a mixture of high expectations, clear policy, and an ethos which fosters self-discipline, mutual respect between pupils, and between pupils and staff. At Blean School we have a range of rewards to praise and reinforce excellent behaviour and clear consequences for those who do not comply to the school's very high expectations and policy.

Rewards

We recognise and reward learners who go 'over and above' our standards. A quiet word of personal praise can be as effective as a larger, more public, reward.

Rewards for good behaviour are essential for reinforcing excellent behaviour, promoting self-esteem and ensuring a positive environment.

- **Achievement cup:** Each week a slip is sent to the class teacher to complete for them to nominate the names of up to 2 children who are deserving of the class cup. Sometimes the whole class are nominated. Achievement cups are presented in Celebration assemblies. Winners are also mentioned on our Blean Newsletters.
- **House Points:** Teachers encourage children to exemplify the 'Blean Bees' and school values by providing regular positive reinforcement by awarding House Points. House Points awarded in class are totalled for each 'house' each week and the winning house overall reported in celebration assemblies.
- **Classrooms:** Each teacher follows a school reward system appropriate for their age range eg, marbles in a jar, raffle tickets etc.
- **Extras:** Positive behaviour can be reinforced in a number of ways; through verbal commendation, the use of congratulatory stickers or stars and house points. Each class has the opportunity to show examples of good learning to the rest of the school and to parents in class assemblies and parent meetings.

- **Good learning:** Children who have achieved notable success with their learning can be sent to the Headteacher/Deputy Headteacher/curriculum leaders.
- **Recognition board:** All classrooms display a daily objective that focusses on a specific **learning** behaviour. The aim is for everyone to be on the board by the end of the day. Pupils are not removed from the recognition board if they display negative social behaviours.
- **Positive Praise Postcards:** Staff will send home positive postcards when a pupil has demonstrated that they have gone above and beyond in a particular area, whether this is academically, or through their behaviours towards others.

Consequences

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy.

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **Deterrence:** consequences can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **Protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **Improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via consequences, reflective conversations or targeted pastoral support.

Teachers can provide consequences to pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a consequence on that pupil. (Behaviour in schools guidance 2022 & Section 90 and 91 of the Education and Inspections Act 2006).

At Blean School we employ a number of consequences to enforce the three rules: Be Ready, Be Respectful Be Safe, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each situation, age of pupils and any special circumstances that may affect individual pupils. When behaviour that falls short of our expectations occurs, a consistent consequence hierarchy is followed throughout the school. This enables staff to respond appropriately and fairly to both frequent, low-level disruption, severe disruption, and any other behaviour that adversely affects the smooth running of the school, or well-being of pupils or staff.

Consequences are kept confidential. They may be shared with the parent/carer if it is deemed necessary. Consequences or sanctions are not shared with other parents/carers.

At Blean School, staff may discipline pupils for inappropriate conduct outside of the school gates in the following circumstances:

- When pupils are taking part in any school organised or school related activity, or
- Travelling to or from school, or
- Wearing school uniform or are in some other way identifiable as a pupil of the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

In all such cases of misbehaviour, school staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of school staff.

DEROGATORY LANGUAGE

Although derogatory language in all its forms, including homophobic, transphobic and language, is rare at Blean School, it is always unacceptable. Staff will deal with the misuse of language appropriately using 'How can I respond?' from *Safe to Learn: Homophobic Bullying* DCSF (2007). Parents are informed of the use of derogatory, homophobic, transphobic or language and these incidents are recorded in the school log. If an incident is deemed to be, this is also included in the school log held by the Local Authority.

CLASSROOM BEHAVIOUR

We expect all our pupils to adhere to the three school rules: Be Ready, Be Respectful, Be Safe. We also want our pupils to strive and further improve their learning behaviours. For this to be effective, each class has a recognition board with a daily focus on a specific learning behaviour. The aim is for all pupils to have their name on the board by the end of the day.

Occasionally, children will need a reminder of behaviour expectations in school. a 4-step approach should be followed for inappropriate behaviour.

- 1) The child's behaviour is ignored and other children who are behaving are appropriately praised.
- 2) The pupil is reminded of the expectation for learners: **Be Ready, Be Respectful, Be Safe.** The member of staff makes them aware of their behaviour
- 3) A verbal warning is issued, followed by a clear verbal direction stating the behaviour required.
- 4) If the behaviour still continues, a private 2-minute intervention will take place between the class teacher and the pupil

2-minute intervention

Recognise – the teacher identifies the pupil is not responding to low level reminders

Separate – the teacher separates the pupil from the source of the misbehaviour e.g. the work, pupil, other member of staff or another distraction

Advocate – the teacher listens to the pupil and agrees to talk on their behalf, neither agreeing or disagreeing to the person causing the distraction. If the work is the distraction, class teachers will take time supporting the pupil to ensure they know what is expected of them

Free parking

If the pupil further continues to display inappropriate behaviour, they will be asked to sit in the other class in the year group. This time will be an opportunity to think about their behaviour without any interaction with staff or class members. The pupil will not be talked to or given any non-verbal communication. After the thinking time is up, they return to their own class.

Consequences

If a child continues not to follow the three rules, they may be given a consequence.

Consequences may include the following:

- loss of a proportion of recreational time; completion of unfinished, or repeating of, unsatisfactory work until it meets the required standard; the setting of written tasks; loss of privileges
- If children lose their recreational time, the child will then need to stay with an adult for the required amount of time. Children should be reminded to go to the toilet and to have a drink and a snack at this time.

Extreme behaviours

There will be rare occasions where a child's behaviour is extreme e.g. physical fighting, the use of derogatory language, racist, homophobic or transphobic comments or refusal to follow a reasonable instruction by an adult.

- If this occurs, it is recorded on CPOMS. CPOMS logs must include antecedence and strategies used.
- Children are encouraged to reflect on their behaviour using the restorative questions highlighted previously and may record these (see appendix 2). Where appropriate, parents may be informed.

- If a child continues to display extreme behaviours, they may have to visit a senior member of staff. In this instance, parents will be informed and may be asked to meet with the relevant parties to support the child.

PLAYTIME/ LUNCHTIME BEHAVIOUR

- Support staff should ensure the children follow the three school rules: Be Ready, Be Respectful, Be Safe. They will help the children to manage their own behaviours and will respond to minor misdemeanours in line with agreed procedures.
- For more serious misdemeanours that take place at playtimes, pupils will be sent to the parent/pupil mentor.
- An ABC form is completed by support staff where appropriate, by the end of the lunch time, to share with class teacher. This is then scanned and added to CPOMS
- For more serious physical / verbal abuse, a child may be sent to a senior member of staff to reflect on, and discuss, their behaviour in line with our restorative approaches. The hierarchical organisation of this is as follows:
 - 1) Child speaks to Senior Teacher
 - 2) Child speaks to Assistant Headteacher
 - 3) Child speaks to Headteacher

FURTHER STRATEGIES/FACILITIES

For children who find recreational sessions challenging, Blean School provides a sanctuary during a portion of recreational sessions. A child may request or be directed to take advantage of this strategy for a fixed period of time. Children are supervised by a member of support staff who facilitate constructive social interaction and collaborative games and activities. Children are always allowed time to eat and use the toilet.

CONFISCATION OF INAPPROPRIATE ITEMS

School staff can search pupils for any item if the pupil agrees and have statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that pupils may have a prohibited item. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks. The Headteacher, Deputy Headteacher, Assistant Headteachers and Pupil/Parent Mentor can also search for any item banned by the school rules. Blean School follows the advice and statutory guidance in the DfE document 'Searching, screening and confiscation, 2022' for all procedures.

POWER TO USE REASONABLE FORCE

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Whilst our policy is based on de-escalation and encouraging pupils to develop self-discipline, members of school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The decision on whether or not to physically intervene, is down to the professional judgement of the staff member concerned, and should always depend on the individual circumstances. When considering individual circumstance, staff will reflect upon the pupil's behaviour and level of risk presented at the time of the incident, the degree of force used, effect on the pupil or member of staff and the child's age.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom, when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

The DfE document 'Use of reasonable force 2013' sets out clear guidance followed by Blean School staff and should be read in conjunction with this policy.

On the rare occasion where reasonable force is used, this will always be recorded by the adult and any other adult witnesses to the incident. Parents will be contacted and informed of the serious breach to this policy and support strategies to be put in place.

INCLUSION

For pupils with an identified Special Educational Need (with an 'Educational Health & Care Plan' or at 'SEN Support'), where the primary need is Social Emotional and Mental Health (SEMH) or where the pupil's special need impacts on their behaviours, we will seek to address the underlying causes of the behaviours. This may include setting out strategies and supports in an Individual Learning Passport or an Individual Behaviour plan. (Refer to SEN Information Report).

Where a pupil has had, or is, at high risk of exclusion, a Pastoral Support Plan (PSP) is created. This must be implemented by all adults working with the pupil, to ensure a consistent approach is followed in achieving positive behavioural responses. Where appropriate, the school will seek support from external agencies e.g., Specialist Teaching and Learning Service (STLS) via the Local Inclusion Forum Team (LIFT), working in conjunction with parents and with parental

consent. Key staff may also seek support for a pupil and or family by referring to Early Help with parental consent.

Identified vulnerable pupils may also be supported through intervention by our Pupil/Parent Mentor. Early intervention, in the form of sharing a decline in behaviour with parents, can be key to preventing further deterioration and for parents to share any changing circumstances.

SUSPENSION and EXCLUSION

Good discipline in schools is essential to ensure that **all** pupils can benefit from the learning opportunities provided by the school. The Government supports Headteachers in using suspension or exclusion as a sanction where it is warranted. Exclusion is always the last resort. However, should behaviour from any child cause a threat to the welfare or safety of others, or cause persistent disruption to teaching and learning, or where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupils or others in the school, the child may be at risk of suspension or exclusion.

In the event of a serious behaviour incident, the Headteacher may impose an immediate suspension from school. At Blean School, suspension is extremely rare, and our Inclusion Leader will always engage proactively with parents to support the behaviour of pupils with additional needs. Where school has concerns about the behaviour or risk of suspension or exclusion of a child with additional needs, a pupil with an Education Health and Care Plan or a Child in Care, it will seek the advice of others in considering what additional support or alternative placement is required.

The Headteacher will notify parents in writing of the reason for suspension or exclusion. Before a child is re-admitted to school, a return to school meeting between parent/carer and the school will be held. The purpose of this meeting is to discuss strategies to support positive behaviour and attempt to avoid further exclusion and to record these in a Pastoral Support Plan.

Following consultation with parents/carers, it may be necessary to design a specific learning and attendance schedule for an individual child, depending on their needs. This plan will be included in the Pastoral Support Plan and will set out the structure of attendance, to ensure that full-time attendance is achieved in the shortest possible time

School follows KCC and DfE guidelines for suspension and for permanent exclusions and follow the schools Exclusions Policy.

STAFF DEVELOPMENT AND SUPPORT

Sharing of this policy is an integral aspect of our Induction Processes for new staff. The SLT evaluates the effectiveness of this policy seasonally and the policy is reviewed annually at the beginning of each academic year with all staff. The Inclusion Leader supports teachers to create individual small-step plans to overcome barriers to learning for individual children where needed. Safeguarding is a standing item for all meetings, should staff consider pupils' behaviour to warrant a wider discussion.

EQUAL OPPORTUNITIES AND ACCESS

The School's Equality and Diversity Policy applies to the Behaviour Policy and reflects the gender, cultural and ethnic diversity of our society. All staff should expect high standards of behaviour and this is demonstrated through exemplary teacher modelling.



Be Ready

Learning behaviours	Positivity	The right attitude
<ul style="list-style-type: none"> • Show that you're listening • Attentive • Focused • Determined 	<ul style="list-style-type: none"> • Resilient – Never give up • Use the school values • Make the right choices • Believe in yourself 	<ul style="list-style-type: none"> • Enjoy learning • Do your best • Be the best you can be • Challenge yourself • Work hard!



Be Respectful

Treat people with	Display good manners	We value
<ul style="list-style-type: none"> • Courtesy • Politeness • Kindness 	<ul style="list-style-type: none"> • Wait your turn • Listen to others • Say please and thank you • One voice 	<ul style="list-style-type: none"> • Others opinions • Others beliefs • Other cultures and faiths



Be Safe

Control your emotions	Control your body	Think clearly
<ul style="list-style-type: none"> • Be calm • Get support • Think positively 	<ul style="list-style-type: none"> • Move around safely • Keep hands and feet to yourself • Think before you act 	<ul style="list-style-type: none"> • Take your time • Predict outcomes • Be sensible • Follow instructions

Blean Primary School Behaviour Blueprint

Rules	Visible Consistencies	Over and Above Recognition
1. Be Safe	1. All adults at Blean are calm, considered and controlled at all times	1. Positive communication home
2. Be Ready	2. We are relentlessly positive (high expectations of all)	2. Celebration Assembly
3. Be Respectful	3. We build trusting relationships displayed in a professional manner	3. Recognition boards
Relentless Routines		
1. Meet and Greet with eye contact	2. Positive public recognition / Reprimand in private	3. Challenge any poor behaviour
Stepped Boundaries	Microscript and Mantras	Restorative Questions
1. Non-verbal reminders / support	1. Use name and correct body language	1. What happened?
2. Reminder of the school rules	2. I have noticed..... and highlight rule that hasn't been followed	2. What were you thinking at the time?
3. Use the Microscript approach	3. I need you to...	3. What have you thought about since?
4. Immediate consequences	4. Do you remember when (think of a positive comment)...	4. What can you do to put it right?
5. Repair / Restorative conversation	5. Believe they can turn it around, walk away and observe a positive	5. How can you do it differently in the future?

