



Positive Behaviour Management Policy

Including: Behaviour Curriculum, Positive Behaviour, Serious Behaviour and Exclusion of Pupils

September 2023

Signed (chair):	Name: Donna Whinham	Date:
Signed (Head):	Name: T Serle	Date:
Reviewed by: T Serle	Reviewed on: 27.9.23	Note of Revisions: 2023 – no revisions Re-write in line with new 2022 DfE behaviour guidance and exclusion guidance
Ratified by: Governing Body on 05.10.23		Next Review: September 2024

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Behaviour Policy	Date	27.9.23
EIA CARRIED OUT BY:	T Serle	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		n/a
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).	Due regard will be given to whether behaviour is a result of a medical/SEND condition or not	x
Gender Reassignment (transsexual)		n/a
Marriage and civil partnership		n/a
Pregnancy and maternity		n/a
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		n/a
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		n/a
Gender (male, female)		n/a
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		n/a

Any adverse impacts are explored in a Full Impact Assessment.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well, . We are a caring community that values mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment. Our positive behaviour curriculum is taught to all children, so that they understand what behaviour is expected and know the behaviours which are prohibited. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Positive Behaviour

By positively reinforcing, acknowledging and praising good behaviour, expectations are modelled across the school day. Every child has his or her good behaviour recognised and this begins afresh every day. All staff acknowledge good behaviour through praise and rewards (see below). Children are sent to other members of staff to receive praise or reward for good learning behaviour and all children who have demonstrated positive behaviour are awarded golden time on Friday afternoons. Each class works with the teacher to create an environment for behaviour that will ensure successful learning. The class teacher has the responsibility for ensuring a positive learning environment and this may result in them using alternative strategies to achieve this.

Our Behaviour Curriculum:

Good behaviour is at the centre of our school ethos and our behaviour curriculum is based upon our six school values (Responsibility, Respect, Resilience, Positivity, Kindness and Courage) and three school rules:

1. We show **kindness** in our actions and words.
2. We **respect** ourselves and everyone equally
3. We are **responsible** for our words, actions and environment.

Our rewards and sanctions help to manage behaviour effectively every day. When challenging behaviour persists, staff members and Senior Leaders will follow the Serious Behaviour Policy (see page five of this document for the Serious Behaviour Policy). If an incident of bullying is reported, the school follows procedures within the Anti-Bullying Policy (this is a separate document which can be found here: <https://www.bhjs.org.uk/policies/>) to ensure support and sanctions are in place and the behaviour is changed as swiftly as possible in partnership with parents/carers. In order to fully support our children in making positive behavioural choices within the school and immediate community, teachers will create an environment within their classes which encourages children to be engaged in learning, behavioural rules and school values will be displayed and positive relationships within the classes will be established (e.g. children are greeted on the gate, again on the terrace and then finally welcomed into the classroom by the teacher each day).

Rewards:

As a part of our everyday behaviour curriculum and routines, we praise and reward children for good behaviour in a variety of ways (Appendix A):

- We congratulate each other;
- Classes win points for class efforts culminating in a rewards in the class
- Each week we nominate children from each class to receive an achievement award where they receive a certificate in the school assembly;
- We distribute raffle tickets to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Each class has a 'Recognition Board' to celebrate positive behaviour against a focus
- Texts and phone calls home;
- 'Stories of Success' at the end of each term to celebrate individuals who have shone
- Tea and cakes with the Head teacher for behaviour around the school

The school acknowledges all the efforts and achievements of children, both in and out of school. Newsletters and assemblies celebrate achievement out of school, for example, when a pupil is awarded a music or swimming certificate.

Sanctions:

The school employs a number of staged sanctions to enforce the school rules (see above), and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions and be positive role models in learning and in the wider school community. To support this, they might sometimes be asked to move seats.
- First a reminder is given if choices are not positive or aligned with our school rules (which may be non-verbal).
- Next a warning is given (this is not recorded publicly but given to the child verbally).
- If a child continues to make unhelpful choices, the teacher or adult will have a quick conversation with them reminding of the three school rules and giving them a 'Final Chance'. They may be asked to wait behind after the lesson for a few minutes to discuss and reflect.
- If the unhelpful choices are continued within a session, a child will, as a last resort, be given 'Time Out' in a paired class where they can continue their learning in a new environment to support positive choices in order to deescalate, regulate and break a cycle of behaviours or negative choices (for up to 15 minutes).
- Following a 'Time out' a restorative conversation will take place between the child and the adult involved to reflect on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future; Parents will then be informed by the adult in charge that a 'Time out' has been necessary.
- A teacher may decide to keep a child back at playtime or lunchtime to finish or catch up on work due to behaviour issues or motivational issues. High expectations are set for the completion of work linked to a child's ability. The term 'detention' is not used.

- Incidences of 'Final Chance' or 'Time Out' are recorded on Arbor – two incidences of 'Time Out' in a week would result in a loss of golden time (parents are called to discuss the week and a reflection session is held with the child at the end of the week in order to begin the next week positively).
- It may be necessary to record some details of an incident in CPOMs e.g. if there are complex circumstances, there are safeguarding concerns or there is a serious breach of behaviour.
- Some instances of negative behaviours (e.g. where it is necessary to maintain the safety of all pupils, where there is a need to restore order where a pupil is being unreasonably disruptive or to allow a child to regain calm in a safe space away from their peers) may result in the sanctions above being escalated and the decision may be made to 'drop-down' the consequences and/or send to the Head teacher/Deputy Head teacher
- After play and after lunch, children return to classes with the opportunity to start afresh and demonstrate our positive behavioural routines and expectations

The class teacher shares our behaviour curriculum with the children in discussions about the school rules, rewards and consequences with each class at the start of the year and these are then frequently revisited as the year progresses. Our school rules and values are displayed in all classrooms and shared work spaces across the school to support ongoing discussions with children. In this way, every child in the school knows the standard of behaviour that we expect in our school and positive choices are acknowledged and celebrated. If there are incidents of negative behaviour choices, the class teacher will reflect with individuals or the whole class at an appropriate time – this may be done on an individual basis, in a small group or with a whole class through circle time.

If a child makes negative choices repeatedly in class, the class teacher will, in the first instance, deal with incidents themselves in the normal manner. However, if these choices continue, the class teacher seeks help and advice from the Head teacher or an appropriate member of the Senior Leadership Team. In these instances, strategies will be developed to support the child and parents will be informed by the class teacher or Senior Leader.

Playtimes/Lunchtimes:

Lunchtimes are a time for promoting social skills in the playground and dining hall. Children are expected to travel to the dining hall and around the school building in an orderly fashion. We encourage good manners in all social situations (modelling our value of respect). The Lunch Break Supervisors use the school sanctions mentioned above to recognise good behaviour and challenge negative choices. The Lunch Break Supervisors record any significant incidences and report these to the class teachers as necessary.

Children with SEND:

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of poor behaviour arise, we will consider them in

relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND and decisions would be made on a case-by-case basis. Children with disabilities are legally entitled to expect reasonable adjustments to be made to enable them to participate fully in all aspects of school life. We are committed to achieving this whenever practical.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy, including the Equality Act 2010; using best endeavours to meet SEND needs (Children's and Families Act 2014) and provision with Education and Health Care Plans. Consequences outlined in this policy may need adapting for individual cases.

As far as possible, triggers will be identified and a Risk Reduction Plan put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and could include movement and sensory breaks, staff training in areas of SEND, adjusted seating plans – such as a 'Concentration Station' or the use of equipment to support (for example a wobble cushion or sensory headphones); social stories, reduced language or picture cards etc.

Serious Behaviour

The School Behaviour Policy is intended to encourage children to make positive choices and, through appropriate rewards and sanctions and the involvement of parents, provide a framework for children to learn self-discipline and respect. For almost all of the children this policy, which has its strength in its supportive nature and whole school application, is effective. However, there are some occasions when it is necessary to apply the Serious Behaviour Clause that is indicated in the policy.

Definition of 'Serious Behaviour':

Inappropriate behaviour can be classed as 'serious' and would therefore warrant the sanctions of the Serious Behaviour Clause, examples of which include:

- Racist, sexist, homophobic or discriminatory behaviour
- Verbal abuse
- Extreme behaviour (e.g. planned or deliberate violence/fighting, running away, vandalism, deliberately dangerous activities etc.)
- Any form of bullying, that is the repeated physical or verbal abuse to victim(s) by person(s)
- Sexual harassment (e.g. sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, up skirting, online sexual harassment such as unwanted sexual comments and message, sharing of nudes or semi-nude images and/or videos, or sharing of unwanted explicit content)
- Sexual violence or assault (including inappropriate touching without consent)

- Persistent disobedience or destructive behaviour demonstrating a breach of the school rules
- Possession of any prohibited items (e.g. knives, drugs, stolen items, cigarettes etc)

This is not an exhaustive list and is at the discretion of the Head teacher.

Sanctions:

Incidents of the above behaviour, although rare, must be dealt with firmly and immediately. The child concerned must be sent to the Head teacher (or, in her absence, the Deputy Head teacher) and a clear account of what has occurred given. The Head teacher will investigate whether or not the offence is deemed to warrant the Serious Behaviour Clause, and if it does, then the following action will be taken:

Stage 1

- Head teacher/Deputy Head teacher investigates by talking to all those involved in the incident including the victim(s), possible perpetrator(s) and observers.
- Head teacher/Deputy Head teacher records the incident in CPOMS.
- The Head teacher/Deputy Head teacher informs the parents/carers of the victim(s) and perpetrator(s). This will usually be done by telephone and outcomes recorded.
- Parents are given the opportunity to discuss the incident with the Head teacher/Deputy Head teacher and/or class teacher.
- Victims may be counselled by our Family Link Worker appropriate member of staff if necessary.
- The incident will be talked through with the perpetrator(s) and counselling given by the Family Link Worker if appropriate.
- A suitable sanction will be imposed (e.g. Loss of break, Internal Exclusion from class e.g. over a morning or school day – not a Time Out, Exclusion from play/activity etc)

Stage 2:

Same procedures as first incident with the addition of:

- Parents/carers of a child will be notified that any repetition of the offence will result in the use of Behaviour Report Chart. Parents will be invited to visit the Head teacher/Deputy Head teacher to discuss the situation and agreed actions will be discussed jointly to support the child.
- The class teacher and other adults, who regularly supervise the pupil e.g. teaching assistants and Lunchbreak Supervisors, will keep a record of any incident in CPOMs until the behaviour is deemed satisfactory.

Stage 3:

Same procedures as first incident with the addition of:

- Parents/carers will be informed that the child is on a 'Report Chart' and about any sanctions given.
- The child is issued with a 'Report Card' which is to be presented to the member of staff responsible for him/her at the end of each session, play time, lunch, for a comment and a signature.
- At the end of a given period (day/week), the child must take the card to the Head teacher for comment and signature.
- Further sanctions (examples within the list below) may also be appropriate **in order to** restore order, maintain safety, allow children exhibiting disruptive behaviour to continue learning in a managed environment or to allow the child to regain calm in a safe space.
 - Placing a child in another class/ out of class for a fixed period of time (internal exclusion).
 - Longer term loss of play time (internal exclusion).
 - Exclusion from class treats/golden time
 - Exclusion from extra school activities e.g. clubs, discos etc.
 - Exclusion from residential trips.
 - Extra supervision at break/lunchtimes (resources permitting)
- By now the Special Needs Code of Practice will have been implemented and it may be appropriate that the child will be on School Action. Consideration will be given to alternative approaches to behaviour management for children who are frequently removed from class or fall under the serious behaviour clause of the behaviour policy e.g. through sports mentor support, use of teaching assistants and/or referral to Behavioural or Inclusion Support if this has not already occurred.

The occasions when it will be necessary to reach Stage 3 of the Serious Behaviour Policy are very rare, since most children who find themselves facing the Serious Behaviour Clause will respond positively to the sanctions imposed. The above actions are intended for the tiny minority of children who fail to respond to the Positive Behaviour Policy: the purpose is to enable children to learn how to behave appropriately and to encourage them to live within the school expectations.

Positive Handling/Reasonable Force:

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Use of Reasonable Force (2013). 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:

- Hurting themselves or others
- Causing disorder
- Committing an offence

Instances of reasonable force must always be a last resort, use minimum force and be for the minimum amount of time. It must be used in a way which protects the safety and dignity of all involved and must never be used as a punishment. Before using any

reasonable force, a dynamic Risk assessment will take place based on professional judgement. Staff will consider whether the risk of not intervening is greater than the risk of intervening- any action will always take place with the child's best interest at heart. Where reasonable force is necessary, it will be recorded in CPOMs (including details of who, where, when and all supporting details about the type of restraint used) and this will be reported to parents. Team Teach training is completed for a wide base of school staff on a three yearly cycle to support with this.

Searching and confiscation:

Before conducting a search, the Head teacher/Deputy Head teacher will be consulted and child will be spoken with to explain why the search is considered necessary, the nature of the search and give them the opportunity to ask any questions. A search can be considered if a member of staff has reasonable grounds to suspect that a child is in possession of a dangerous or stolen item. A child may be asked to empty their pockets or to have their bag checked. The school reserves the right to confiscate any item considered dangerous, a risk or prohibited. For further information, see

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Discipline beyond the school gate:

Whilst the school accepts the power of discipline beyond the school gates, due to the age of the children, it believes the main responsibility for a pupil's behaviour lies with the parents; however, if incidents are raised with the school, they will manage it in line with our school policy. Parents will be informed of any incident and actions taken.

Suspension and permanent exclusion of Children

The below relates to formal external suspensions. These are more serious than internal sanctions listed above, which take place within the school premises.

Bromley Heath Junior School follow the national guidance on Suspensions and Permanent Exclusions 2022 (available on the Department for Education website) and, in some instances of severe behaviour, will use suspensions or exclusions as a form of punishment for a single serious incident or continuous breaches of our school behaviour curriculum outlined above.

Exclusions will only be used on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A Fixed term exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

Any decision by the Head teacher, including suspension or permanent exclusion, will be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the Head teacher will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head teacher will accept that something happened if it is more likely that it happened than that it did not happen. The Head teacher will take account of their legal duty of care when sending a pupil home following an exclusion.

Suspension:

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of our school's behaviour policy and show a child that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a child, the schools will consider whether suspension alone is an effective sanction for the child and whether additional strategies need to be put in place to address behaviour.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered. Governors are required to consider an exclusion that extends beyond five days. See appendix C.

During a suspension, the child will continue to have access to their education. The Head teacher and class teachers will ensure that work is set and marked for pupils during the first five school days of a suspension (or until the start of any alternative provision if this is sooner). This learning will be uploaded onto Google Classroom for access at home.

Permanent exclusion:

A decision to exclude a pupil permanently will only be taken by the Head teacher and in consultation with the Chair of Governors:

- In response to a serious breach, or persistent breaches, of the School Behaviour Policy; and/or
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Any decision would be taken in line with the DfE suspension and Exclusion guidance (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Informing parents/carers:

Should any suspensions or a permanent exclusion occur the Head teacher must, without delay, provide parents with the following information in writing:

- The reasons for the suspension;
- The period of a suspension or, for an exclusion, the fact that it is permanent;
- Parents' right to make representations about the suspension or exclusion to the governing body and how the pupil may be involved in this;
- Where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- That for the first five school days of a suspension (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

Written notification of the information above can be provided by delivering it directly to the parents; leaving it at their last known address, or by posting it to this address.

The Governing body's duties to review exclusions

Guidance can be found in Appendix C

Appendix A & B



Appendix C

A summary of the governing board's duties to review the headteacher's exclusion decision

