



Braunstone Frith

Primary Academy

BEHAVIOUR POLICY

2024 - 2025



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Policy Review Date:	SEPT 2025	Head of School: Naomi Grant	<i>N Grant</i>
Ratified by Governing Body:			
Chair of Governors: Izzy Raid-Mackey		<i>I. Reid - m</i>	

BRAUNSTONE FRITH PRIMARY ACADEMY

BEHAVIOUR POLICY

School aim:

- Our school aim is to make sure that everyone has the opportunity to reach or exceed their potential in order to enable excellence.

School vision for behaviour:

- We believe that all pupils should be able to learn in a calm, safe, challenging and supportive environment.

Through an effective behaviour policy we will see staff who:

- set high expectations for all pupils
- have fairness and consistency in approach
- model expected behaviour at all times
- establish positive, professional relationships with pupils and staff

Through an effective behaviour policy we will see pupils who:

- respect all adults by listening and following instructions first time
- are polite and respectful of each other
- understand that actions and choices have positive and negative consequences and accept them

Through an effective behaviour policy we will see parents who:

- support the school's behaviour policy
- reinforce the policy at home where appropriate
- raise any concerns with the school in an appropriate manner
- respect decisions made by the school

Principles

The **Governors of Braunstone Frith Primary Academy** strongly believe that high standards of behaviour lie at the heart of a successful school. The **Governors** seek to create a caring learning environment by:

- ✓ Promoting good behaviour and discipline
- ✓ Ensuring absolute clarity about the expected standards of behaviour
- ✓ Praising good behaviour and celebrating success
- ✓ Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ✓ Ensuring fairness of treatment for all, with inclusion secured according to specific learning/behaviour need
- ✓ Ensuring consistency of response to both positive and negative behaviour
- ✓ Ensuring the school's rewards and sanctions are clearly displayed in each classroom and learning space
- ✓ Promoting early intervention
- ✓ Providing a safe environment free from disruption, violence, bullying and any form of harassment
- ✓ Building positive relationships with parents and carers of pupils with emotional and behavioural difficulties
- ✓ Ensuring all staff model the highest standards of behaviour and challenge all pupils to do the same

Roles and Responsibilities

The Governing Body will establish, in consultation with the Head of School, staff and parents, the policy for the promotion of good behaviour and will keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Head of School and the Leadership Team are responsible for the implementation and day-to-day management of the policy and procedures.

At Braunstone Frith Primary Academy, the behaviour policy has 2 clear strands in order to ensure that this happens:

- **Strand 1: General classroom and playground behaviour**
- **Strand 2: Learning behaviours**

This policy sets out to define a code of appropriate behaviour for Braunstone Frith Primary Academy. The policy is inclusive and is based on the school's vision of a safe, caring, thinking school and applies to every individual in school.

We aim to provide an atmosphere in which:

- Staff and parents work together for the welfare and best intentions of all children
- Children adopt certain standards of behaviour and values
- Children develop a sense of self-discipline and an acceptance of responsibility for their actions.

The principle that underpins our approach to school behaviour is that no one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending Braunstone Frith Primary Academy and to feel that it is a place where they are safe to learn without disruption.

We expect children to:

- Speak to each other and all adults in a respectful way
- Arrive at school on time and ready to learn
- Wear the correct school uniform
- Show respect to all following our 'No Outsiders' beliefs
- Complete all work set to the best of their ability
- Listen to others, including other children and adults
- Be polite and well mannered
- Be helpful to each other in learning and other times of the school day
- Follow instructions or any reasonable request from any adult first time, every time
- Complete homework weekly
- Walk when inside, on the left

We expect all adults in school to:

- Speak to each other and all children in a respectful way
- Get to know the children in their class or group to build a positive professional relationship
- Have high expectations of behaviour and uniform and insist on our school's high standards
- Use our reward system to promote positive behaviours
 - o Praise
 - o Stickers
 - o REACH IT Points
 - o REACH IT Certificate
- Be fair and consistent when dealing with all pupils
- Promote a hard working and productive in their classroom or work space
- 'Catch them being good'

We know that sometimes things go wrong and it is always made clear to children that it is ok to feel upset or angry but they must learn to deal with their emotions in a controlled way. We will support children to do this if they find it hard.

As part of our behaviour policy we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern their parents will be contacted and the matter discussed.

If parents wish to raise a concern with school, there is a clear structure to follow:

- 1) Class Teacher
- 2) Phase Leader
- 3) Deputy Head of School
- 4) Head of School

Unacceptable Behaviour:

All children are expected to follow any reasonable request from **any adult** in school. It is not acceptable for children to ignore a reasonable request. It is unacceptable for children to decide which adults they will listen to and which they will not.

Physical aggression and verbal abuse towards adults or children is unacceptable and will not be tolerated.

Pupils with Special Educational Needs and/or Disability (SEND):

We consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We have a whole-school approach which meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. We have a strong behaviour culture which creates a calm environment, benefiting pupils with SEND, enabling them to learn. Preventative measures are put in place to support pupils with SEND to anticipate likely triggers of poor behaviours. These are specific to the circumstance and requirement of each pupil. Not every incident of poor behaviour will be linked to the pupil's SEND.

Strand 1 - General Classroom Behaviour

The Relational Approach expectations:

- **Understand the needs of individual children**
- **Adaptive provision for SEN children whilst maintaining high expectations**
- **Employ de-escalation strategies to encourage expected learning behaviours**
- **Demonstrate unconditional positive regard**

De Escalation:

This is normal classroom practice and de-escalation strategies are used by all staff. They focus on relationships - embedding unconditional positive regard for all children (this does not mean low expectations). The de-escalation strategies include the use of supportive and calming language. Click the pictures below for the links.

Each class has an agreed code of behaviour displayed on the classroom wall. It shows the basic rules of the class along with a list of consequences if they are not followed.

THERE ARE FOUR MAIN CLASSROOM RULES ACROSS FOUNDATION STAGE, KEY STAGE ONE AND KEY STAGE TWO. THEY ALL HAVE A POSITIVE EMPHASIS, STATING WHAT WE DO RATHER THAN WHAT WE DON'T. THEY MAY BE WORDED SLIGHTLY DIFFERENTLY BUT THEY ARE GENERALLY THE SAME:

- We keep hands and feet to ourselves
- We follow instructions first time
- We take care of each other and our things
- We stop and listen to the person talking

Each classroom also has a fifth rule which has been agreed by the class and is personal to the needs of the class.

Each class teacher will ensure that time is spent to explain the meaning of each rule so that all children know what is expected of them. Expectations will be consistent throughout school, regardless of expectations at any other organisation which they attend or home. From the outset we recognise that there is a distinction between emotionally disturbed behaviour (which may be a Special Educational Needs issue) and poor behaviour. Braunstone Frith Primary Academy accepts that there are sometimes external reasons for changes in behaviour but these are never accepted as excuses.

Rule Board:

Where unwanted classroom behaviours are repeated these are managed through the use of a rule board. As part of our relational approach, reminders and a verbal warning will be given before the rule board steps are followed. 'Improve, move, remove' to be used. Children will be told their behaviour needs to improve, or they will be moved and if this behaviour continues they will be removed. The rule board refers back to the classroom rules and expectations. Each time a rule continues to not be followed, a step will be taken through the consequence process.

- 1) Verbal warning with 'improve, move, remove' explained.
- 2) Name written on the rule board underneath the rule that has not been followed to show that a warning has been given and an instruction to move seats if needed.
- 3) Name written again and this time **5 minutes of playtime or lunchtime will be lost**, class teacher to keep the child and an instruction to move seats if needed.
- 4) Name written again and this time **10 minutes of playtime or lunchtime will be lost**, class teacher to keep the child and an instruction to move seats if needed.
- 5) If the behaviour persists after this then the child will miss either play time or half of their lunchtime (same day if morning, next day if afternoon). **This is a red card. All red cards must be recorded on Arbor after parents have been informed.**
- 6) If the behaviour persists, they will be moved to another classroom to complete their work.
 - If their behaviour continues to escalate and this fails, a behaviour mentor should be called and the pupil is taken to reflection
 - **They must follow the expectations in reflection**
 - **Any pupil who has been removed from a lesson to reflection will miss playtime and lunchtime**

Rule boards are wiped clean at lunchtime for a fresh start.

Removal:

Particularly poor behaviour can result in children being removed from lessons immediately. Reflection is a space in school where children go to reflect on their behaviour and choices they have made. It may be used for a few minutes when a child needs to calm or for longer periods of time if a child persistently makes poor choices and does not follow the school rules. If a member of SLT or a behaviour mentor is called by a class teacher and removal is necessary, a decision will be made as to whether a child will remain in Reflection for 10 minutes, until the end of that session or until the end of the day.

Reflection may also be used to place a child who has been proven to bully another child during the rehabilitation process and a period of transition back into class. Reflection is used on a case-by-case basis and the amount of time a child spends in there is decided on professional judgement and SLT discussion.

Parents will be informed if a child needs to spend any length of time in Reflection.

Children will continue learning whilst not in their own class although this may not specifically match the learning in their classroom. Children will also have time to discuss the incident(s) which led to removal as part of the de-brief process.

The Thinking Room

In extreme circumstances (a child at risk to themselves or others and in a time of crisis), thinking rooms may be used. These are spaces where children can go and release all of their emotions in a safe environment. Children will ALWAYS be supervised in these spaces and the doors all have viewing panels. If the child is not hurting an adult, then an adult will remain in the thinking room with the child. If the child is hurting an adult, they will leave the thinking room and the child will remain in there on their own. In this scenario, the adult will give reassuring words and will re-enter as soon as it is safe to do so. A dynamic risk assessment will be used if a child accesses the thinking room to decide whether parents need to be contacted to come into school and assist with the calming process (see separate Thinking Room policy).

The Thinking Room is not a place to be used as a consequence for poor behaviour choices, only when a child is in a time of crisis. Its use should not be planned in advance.

Handling and Restraint

Key staff in school are trained in Team Teach. This is a strategy for de-escalation in times of crisis and, in the most extreme situations, when children are at risk of hurting themselves or others, children may need to be held.

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.

Searching Pupils

The Head of School and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

Positive Handling Plans

If either the Thinking Room or handling strategies are used to support a child, they will then have a Positive Handling Plan put in place. Parents/carers will be asked to sign the Positive Handling Plan once they have read it and the Thinking Room policy.

Note: Where physical restraint has been used this is recorded, and then monitored by the Senior Leader for Inclusion. In the case of the Senior Leader for Inclusion being involved in the restraint, the Head of School will monitor.

LUNCHTIMES:

As with all other times of the day, lunchtime supervisors will be looking out for children playing well and following school rules to 'catch them being good'.

Classroom rules also apply at lunchtimes. It is expected that children follow the rules and follow instructions or reasonable requests given by ANY ADULT during lunchtime, as they would in the classroom. It is unacceptable for children to behave differently for different adults.

Lunchtime supervisors are encouraged to give out pom-poms to children with good behaviour. Inappropriate behaviour at lunchtime will result in a cooling off time. In KS2 children will be asked to stand at the wall and in KS1 benches are used.

Exclusions:

Extreme incidents or extremely poor behaviour over time may result in a fixed term suspension. Exclusions can range from half a day to five days. The Head of School will decide if a pupil needs to be excluded and the Deputy Head of School will in their absence. The LA National Exclusion Guidelines are followed at all times. (See separate policy)

Racist/Homophobic/Discriminatory incidents:

Braunstone Frith Primary Academy takes a no tolerance view of discriminatory behaviour. We are a 'No Outsiders' school. All incidents are recorded, reported and investigated according to the school's Recording, Reporting and Investigating Procedures.

Trips:

Children going out of school on trips are representing the school. The behaviour of a child leading up to a trip must meet the standard at which the adults leading the trip are confident that a child will follow instructions. Children who do not readily follow adult instructions are deemed unsafe and will not be taken. This includes day-trips and residential trips and is regardless of whether the trip has been paid for and/or parental permission has been granted. The decision of SLT is final regarding attendance on trips.

ANTI-BULLYING

Braunstone Frith Primary Academy takes a no tolerance view to bullying (*see our anti-bullying policy*). All incidents are recorded, reported and investigated according to the school's anti bullying policy.

ABSCONDING:

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message for adult support. A child who has taken him or herself out of the school building will be watched but not chased. A child who has left the school premises will be watched unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

Bikes and Scooters:

The rule is, and always has been, that children must get off their bike or scooter at the school gates. This includes toddlers who have not yet started school. The one and only reason for this is safety.

Children seen riding bikes or scooters on school grounds will be asked not to bring their bike or scooter for a fixed amount of time. If it keeps happening, they may be asked not to bring their bike or scooter to school again or it will be confiscated and not returned until collected by an adult.

Our main concern is the safety of all children in school and this cannot be guaranteed while there are children riding bikes and scooters on our school grounds.

Mobile Phones and Personal Possessions:

Children are not allowed to bring in any personal belongings from home into school. Personal items will be taken from the child and kept by their teacher until the end of the day. If a child persistently brings in personal items, they will be kept until collected by a parent/carer. In exceptional circumstances, children may bring mobile phones into school (e.g. walking home by themselves/going to a different parent for the weekend). In this instance, the child should give the phone straight to the office who will keep it locked away until the end of the day. Children in Year 6 that bring in phones must hand their phone to their teacher and it will be locked away in Year 6 until the end of the day. Children must not, under any circumstances, use a mobile phone during the school day or keep it with them.

DFE guidelines state that (searches): The school does not need a pupil's consent to search them if a member of staff thinks that the pupil has prohibited or banned items. There will be 2 members of staff present during the search – the person doing the search and the search witness. Searches will normally be done by someone of the same sex as the pupil.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any items they have confiscated, provided they have acted lawfully and in line with this guidance.

Behaviour Outside of School:

Staff in school have a duty and a right to investigate incidents that have occurred outside of school and issue consequences/sanctions where necessary. For example, incidents which occur:

- travelling to or from school
- wearing the school uniform, or is in some other way identifiable as a pupil at the school
- for 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
- through the use of online platforms

Preventing Recurrence of Poor Behaviour:

The school has a strong ethos of positive relationships to underpin all that is done. This is the key to children having a sense of pride and belonging and therefore making good behaviour choices. There is also an extensive Inclusion Team to support children who need extra support.

Child-on-Child Sexual Violence and Sexual Harrassment:

The school will follow principles set out in KCSIE and the Designated Safeguarding Lead will advise on the school's initial response. Sexual violence and sexual harrassment will not be tolerated and pupils whose behaviour falls below expectations will face sanctions. Victims will be supported, kept safe and taken seriously.

Strand 2 – Learning Behaviours

Quality learning behaviours are a key feature of our classrooms. Children will be taught and encouraged to be quality learners through the acronym 'REACH IT'. This will be embedded within each classroom and the children will be taught what each word means to them in terms of quality learning.

Rewards will be given to the children relating to each of the words in the same way consequences will be given relating to the school rules.

Resilient

Engaged actively

Accountable

Challenged

Have a go

Independent

Teamwork

Resilient – not giving up when things are tricky, not getting upset at making mistakes

Engaged actively – not just listening to the teacher but joining in and getting involved in class discussions

Accountable – being responsible for own learning, being responsible for own behaviour and consequences of behaviour

Challenged – doing tricky work that pushes the ability, not being satisfied with work that is easy to complete

Have a go – face up to a challenge and get started, not shying away from starting something even if it looks tricky

Independent – working alone or with a partner, not always relying on adult support, finding solutions to problems without always asking an adult

Teamwork – making sure everyone has a role, not leaving anyone out, working with different children within the class, being part of the class and working towards class targets

REACH IT Points:

REACH IT Points will be awarded for achieving one of the words which make up 'REACH IT'.

Children will collect REACH IT Points and these will be recorded on a tally chart in the classroom/online on Class Dojo

Celebration Assemblies

Certificates in Friday Celebration assemblies will be called REACH IT Certificates.

Children will be awarded a certificate if they show outstanding practice towards one of the qualities.