**A pink house with blue door and windows

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**Behaviour Management Policy**

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| **Prepared by:** | Michaela Harris |
| **Approved by:** | Full Governing Body |
| **Cycle and review:** | Three years |
| **Date approved:** | Spring 2024 |
| **Review date:** | Spring 2027 |

Bures CEVC Primary School Governing Body have agreed and adopted this policy as part of their on-going commitment in ensuring excellence and best practice is employed throughout the school.

This policy has been prepared in line with the ***Education and Inspections Act 2006*** as detailed in *DfE guidance: Behaviour and Discipline in Schools document* - January 2016. It also takes account of the school’s legal duties under the Equality Act 2010, particularly in terms of safeguarding and in respect of supporting pupils with Special Educational Needs and Disabilities(SEN).

**Introduction**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Bures C of E Primary School. It should be read alongside other key policies: Equality, SEN, Safeguarding and Child Protection, Attendance and Anti-bullying.

This policy reflects current practice within the school. The fair and consistent implementation of this policy is the responsibility of all staff in partnership with parents, governors and other agencies involved with school. You will find a one page summary of this document in Appendix D.

**School Vision / Ethos**

Our school vision states that:

**Together we experience every day as an exciting adventure that never stops.**

**We treasure time close to home but are ready to expand our horizons, exploring beliefs, visiting different lands, and celebrating cultures. We discover characters who have made a difference, both great and small.  Side by side we wrestle with mathematical monsters and scientific beasts. We create the unimagined – works of pure beauty. We savour the victory when we accomplish each quest before moving on to the next. We learn to fight the fear of failure and joyfully celebrate every success.**

**At Bures, we dare to dream big – embracing the adventure within.**

‘I press on towards the goal to win the prize for which God has called me heavenwards in Christ Jesus.’

Philippians 3 v 14

We want every member of the school community to feel valued and respected and for all persons to be treated fairly. We are a caring community whose core Christian values are built on mutual trust and respect and modelled by all members of staff on a daily basis. The Behaviour Policy is designed to enhance the development of positive relationships between all children, adults in school, parents and other members of the wider school community. It aims to promote an environment where all members of the school community feel happy, safe and secure, with the common purpose of helping everyone to learn.

Safeguarding policy and practice underpins all that we do when managing challenging behaviour.

**Expectations**

As adults, we will treat each other with respect, providing a positive role model for children, taking care to demonstrate the way members of this school community can live and work together in a happy, safe environment where effective learning can take place. We will maintain high expectations of behaviour and provide encouragement and stimulation to all pupils. We will treat all children fairly and apply this policy in a consistent way, ensuring that children are aware of the school values and rules. We will teach, through the school curriculum and collective worship, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive every day experiences so that our children are more likely to reach their full potential. We believe that:

* Praising pupils will increase self-esteem and help children achieve more.
* Celebrating success helps children to achieve more.
* Being aware of each child’s needs and their individual circumstances helps us to act in the fairest and most effective way.
* Reinforcing good behaviour helps our children feel good about themselves.
* Children want to be successful and behave well but sometimes need help to do so

We have three key rules which underpin not only our philosophies, but also our principles and our day-to-day practice.

* **We are Ready.**
* **We are Respectful.**
* **We are Responsible (Safe).**

We believe in equity. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

**All adults in the school share these 5 Pillars of Practice;**

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow up.

***We praise in public, we reprimand in private.***

**Acknowledging and Celebrating Positive Behaviour**

**Our first attention will always be to best conduct**

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Staff are encouraged to adopt the research-based principle of a 4:1 praise to sanction ratio. Children’s efforts may be celebrated through display and performance. Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are acknowledged and celebrated through: -

* Verbal and non-verbal praise.
* Smiley faces.
* Certificates.
* Sending good work to other staff members for acknowledgement.
* Quick notes home / Phone calls home / Proud postcards
* Learning Ambassador nominations.
* Whole class rewards, for example marbles in a jar.
* Headteacher Awards.
* Class Dojos.

**Sanctions**

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

• redirection  
• distraction

• non-verbal strategies  
• rule reminder  
• gentle encouragement  
• peer led approaches – changing groupings, encouraging positive pairings

For most pupils a gentle reminder or a nudge in the right direction along with praise and a smile will be all that is needed however, pupils who continue to make poor choices will be helped to take responsibility for these. Adults will continue to respond calmly and consistently skilfully de-escalating the situation following the stages in **appendix e.**

**Restorative Conversations**

It is important that children are supported once the ‘heat’ has subsided from a difficult situation. This helps them to reflect on their behaviour whilst also rebuilding their relationship with the member of staff concerned. Staff will use the script below to frame these restorative conversations.

* What happened?
* What were you thinking at the time?
* What have you thought/felt since?
* How did this make people feel?
* Who has been affected?
* What should we do to put things right?
* How can we do things differently?

**Record Keeping**

Staff will use CPOMs to record incidents of poor behaviour for stage 3 and above incidents to enable the SLT to analyse and look for patterns and trends which may need further examination to ensure improvements can be made. This may include extra support for pupils or members of staff or system changes which could impact on behaviour.

**In the Playground**

The same high expectation of behaviour will be applied to pupils at all times – including break and lunch times. The MDA Team will follow the process described above demonstrating the same calm, consistent adult behaviour which is central to our policy. ‘Time in’ will be implemented by asking a child to sit on one of the benches outside while they reflect on their behaviour. A member of the SLT will be on duty each day to offer extra support to the MDA team. One member of the MDA has been appointed to record any incidents on CPOMs should it be necessary to do so.

**Working with Parents**

We believe that it is vital to work in partnership with parents when children are exhibiting behaviour which is preventing them or others from learning or placing themselves at risk of harm. Class teachers will share incidents of challenging behaviour informally with parents in the first instance. Where challenging behaviour continues parents will be involved in developing a plan to make the improvements necessary to get things back on track.

**Extreme Behaviour - Fixed Term and Permanent Exclusion**

Where there is a serious breach of this policy by a pupil, the Headteacher may make the decision to give a fixed-term suspension or where deemed necessary, a permanent exclusion. A fixed-term exclusion would normally be between 1 to 3 days.

A decision to exclude a pupil permanently is seen by the School as a very serious decision and is only taken as a last resort, in response to a serious or persistent breach of this policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to do so is taken on the balance of probabilities. Even though this may not affect the decision to exclude a pupil, the Headteacher will take account of any contributing factors that are identified following an incident of poor behaviour. These might include bereavement, mental health issues or where the pupil has been subject to bullying.

Fixed term or permanent exclusions may take place where there has been:

* Physical aggression towards a member of staff;
* Possession of an item in Appendix B below;
* Endangering a child or an adult or endangering him/herself (including outside of the school premises);
* Extreme aggression towards a child or adult;
* Repeated non-compliance with adult requests after all other strategies have failed;
* Persistent bullying;
* Smoking or taking drugs on the school premises.

In regard to the exclusion of a child for a fixed-term or permanent period, the School follows DfE and Suffolk Exclusions Guidance (September 2017).

The school will adhere to all DfE legislation and guidance linked to this policy such as that outlined in Appendix A, B and C.

**APPENDIX A – Physical Intervention and Use of Reasonable Force**

The use of reasonable force in the policy directly reflects **the DFE document: Use of reasonable force: Advice for head teachers, staff and governing bodies** which in turn relates to the Education Act 1996 and Education and Inspections Act 2006.

**KEY POINTS:**

* School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
* Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
* Senior school leaders should support their staff when they use this power.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Force **cannot** be used to search for items **banned** under the school rules.

***Please Note: Parental consent is not required to restrain a pupil.***

**What is reasonable force?**

* The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
* Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
* ‘Reasonable in the circumstances’ means using no more force than is needed.
* As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
* Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
* School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Who can use reasonable force?**

* All members of school staff have a legal power to use reasonable force.
* This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

**when can reasonable force be used?**

**Reasonable**

**Necessary**

**Proportionate**

**A last resort**

* Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
* In a school, force is used for two main purposes – to control pupils or to restrain them. 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.
* The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**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 where 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; and
* restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot:**

* use force as a punishment – it is always unlawful to use force as a punishment.

**COMMUNICATING THE SCHOOL’S APPROACH TO THE USE OF FORCE**

* Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
* Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.
* Schools do not require parental consent to use force on
* By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

**USING FORCE**

* A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:
  + the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
  + the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
  + the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

**Staff training**

The Head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

**TELLING PARENTS WHEN FORCE HAS BEEN USED ON THEIR CHILD**

If the use of restraint or force has been applied to a child then a record will be made in the School Record of Restraint Book. This book is a bound and numbered book and is held by the Business Manager. The parents will be informed by the Headteacher or Deputy Headteacher with a witness in the room whilst they are informed in person or over the phone.

In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

* the pupil’s behaviour and level of risk presented at the time of the incident;
* the degree of force used;
* the effect on the pupil or member of staff;
* the child’s age.

**What happens if a pupil complains when force is used on them?**

* All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
* Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
* When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
* Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *‘Dealing with Allegations of Abuse against Teachers and Other Staff’* *[DFE-00061-2011]* guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically*,* or without careful thought.
* Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
* If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
* Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
* As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

**WHAT ABOUT OTHER PHYSICAL CONTACT WITH PUPILS?**

It is not illegal to touch a pupil. There are occasions when positive physical contact with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

* Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
* When comforting a distressed pupil;
* When a pupil is being congratulated or praised;
* To demonstrate how to use a musical instrument;
* To demonstrate exercises or techniques during PE lessons or sports coaching; and
* To give first aid.
* Where a pupil needs support with intimate care (See Intimate Care Policy)

This Policy operates in conjunction with the following policies:

* Special Educational Needs and Disability (SEND)
* Anti-Bullying
* Pupil Attendance
* School Equality
* Safeguarding
* Health, Safety and Welfare Policy.
* Intimate Care Policy

**APPENDIX B - Legal Rights**

**Confiscation of inappropriate items**

Under the Education Act 2011, the Head teacher and staff authorised by the Head teacher have the statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The Head teacher has authorised all teachers, support staff and the office staff to search, confiscate, bin items and use reasonable force in accordance with the guidance.

Prohibited items are:

* Knives or weapons
* Alcohol
* Illegal drugs
* Stolen items
* Tobacco and cigarette paper or nicotine based cigarette substitutes such as ‘E-cigarettes’
* Fireworks
* Pornographic images
* Any article that the member of staff reasonably suspects has been, or is likely to be, used

1. to commit an offence
2. to cause personal injury to, or damage to the property of any person (including the pupil)

Weapons and knives and extreme or child pornography must always be handed over to the police. All other items will either be disposed of or returned to parents at the discretion of the Head teacher.

**Confiscation of Banned items**

Pupils may be searched **with consent** for the following banned items:

* Electronic equipment
* Trading cards, e.g. ‘Match Attax’ cards
* Medicines
* Mobile phones (these are permitted in Year 5 and 6 with special conditions – see section 13)

**Mobile Phones**

Pupils in Year 5 & 6 are permitted to bring mobile phones into school **entirely at their own risk** if they walk home from school or are attending an out of hours club.

The phone **MUST BE SWITCHED OFF** and **BE HANDED INTO THE SCHOOL OFFICE AT THE START OF THE DAY**. Failure to do so will lead to the mobile phone being confiscated by a member of the SLT. The phone will be placed into an envelope and stored in the safe in the office. The parent/care will be telephoned and will then need to collect the phone after school from the school office.

**Allegations of Abuse**

Allegations of abuse will be taken seriously, and Bures School will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

**Appendix C**

**Pupils’ conduct outside of the school gates – Teachers powers**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances ‘to such extent as is reasonable’.

The teacher may discipline a pupil for:

* any misbehaviour when the child is:
* taking part in any school-organised or school-related activity or
* travelling to or from school or
* wearing school uniform or
* in some other way identifiable as a pupil at 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.

Incidents occurring outside of the school gates will be dealt with following the steps outlined in the School Behaviour Policy.

**APPENDIX D – One Page Summary**

**Brilliant Behaviour at Bures**

Rules

1. Ready
2. Respectful
3. Responsible (Safe)

Visible adult Consistencies

1. Daily Meet and Greet
2. Lovely Lines
3. Terrific Transitions

Over and Above Recognition

1. ClassDojos and marbles
2. Certificates
3. Postcards

**Relentless Routines**

Praise in Public Marvellous Manners No Hands Up

Remind in Private SfA Signals Compassionate Intervention

**Stepped Boundaries (Delivered gently and calmly with compassion)**

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| **Step 1** | **Praise – I have been ‘caught doing the right thing’**  **Thumbs up / Smiles / Positives Gestures**  **Reminders of what we expect to see**  **Recognition Board / Star of the Week** |
| **Step 2** | **Reminder – (Privately where possible)**  **Example – “I notice that you are running. Remember our school rule about being responsible (safe). Please walk. Thank you for listening!”** |
| **Step 3** | **Warning – outlines behaviour with consequence and highlighting of positive previous behaviour**  **Example – “I have noticed you are not ready to do your work. Remember our school rule about being ready. You will have catch up with your work at playtime/lunchtime if you don’t finish it now. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.”** |
| **Step 4** | **Calming Time (Time in!)**   * **Example – “I have noticed you were using rude words. You are not following our school rule of being respectful. You have now chosen to go and sit in the quiet area / go to another room. I will come and speak to you in two minutes / as soon as I can / after the lesson. Thank you for listening.”**   **Restorative Conversation – to take place with anyone reaching Step 4 or before this if you feel it will help. (See questions below).** |
| **Step 5** | **Extra Support (Serious incidents / Multiple step 4s)**  **Meeting with parents to problem solve and develop supportive plan. ‘Catch Me’ target to be shared and celebrated by Headteacher / Member of SLT** |
| **Step 6** | **Formal Meeting between parents / class teacher and SLT member / Positive Behaviour Plan established / Further Action if needed (Fixed term exclusion may be considered).** |

Restorative Conversations

What happened? What were you thinking at the time? What have you thought/felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?

**APPENDIX E**

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| **Escalation Process** | | | | |
| **Rewards**  Verbal praise to child and/or parents, stickers, ClassDojos, badges or stamps, written comments in books, feedback to parents, Friday certificates, sending to another teacher/headteacher for praise, specific responsibilities e.g. reading helper, proud post | | | | |
| **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** |
| **Actions** | **Actions** | **Actions** | **Actions** | **Actions** |
| * Interrupting the lesson * Not on task and wasting time * Talking while the teacher is talking * Distracting other children * Not allowing children to join in games * Not lining up appropriately * Being in school at break times without permission | * Persistent stage 1 behaviour * Talking in assembly * Minor deliberate damage to another child’s or school property * Disrespectful language * Throwing objects in the classroom * Misuse of toilets * Lying * Play fighting * Refusal to complete activity * Self exiting the classroom unless already agreed | * Persistent stage 2 behaviour * Stealing * Lying to get another person in trouble * Making fun of another child/deliberately winding them up * Pushing another child | * Persistent stage 3 behaviour * Verbal abuse * Physical aggression towards another child or adult * Refusal to follow instructions to keep themselves safe * Disrespectful language * Significant deliberate damage to property * Racist or minority group remarks or behaviour * Inappropriate touching | * Persistent stage 4   Behaviour   * Physical violence * Vandalism * Throwing furniture * Aggressively swearing * Possession of prohibited item * Attempting to leave school site |
| **Possible follow up** | **Possible follow up** | **Possible follow up** | **Possible follow up** | **Possible follow up** |
| * Restorative conversation * Learning break * Fidget toy | * Time in (in classroom) * Time out (playtime) * Informal dialogue with parent * Restorative conversation * Provision review | * Time in (in classroom) * Time out (playtime) * Parent informed * Restorative conversation * Daily feedback cards * Observation from SENDCo | * Time in (in classroom) * Time out (playtime) * Meeting with SLT, with parents as appropriate * Personalised provision * Restorative conversation | * Meeting with parents * Internal exclusion * Suspension * Permanent exclusion * Restorative conversation |