



# Behaviour Policy:

<b>Version</b>	<b>4</b>
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<b>Date to be reviewed</b>	<b>September 2025</b>
<b>Changes:</b>	
<ul style="list-style-type: none"> <li>• Refined introduction and principles</li> <li>• Removal of class charter – Replace with whole school Ready, Respectful, Safe</li> <li>• Removal of school steering group</li> <li>• Break time loss changed to 5 mins</li> <li>• Phase leader changed to senior leader</li> <li>• Responding to poor behaviour (based on DfE guidelines)</li> <li>• Suspensions and exclusions</li> <li>• Use of Reasonable force (from DfE Use of Force Guidelines 2012):</li> <li>• Mobile phones and other electronic devices in school</li> <li>• Searching and confiscation of property:</li> <li>• Other specific unacceptable behaviours:</li> <li>• Aggression, intimidation, harassment and violence:</li> <li>• Weapons and dangerous items:</li> <li>• Drugs</li> <li>• Damage to school fabric and furniture:</li> <li>• Discriminatory Incidents (targeting race, gender, sexuality or disability):</li> <li>• Child-on-Child abuse</li> <li>• Pastoral Support Programmes</li> <li>• Behaviour out of School</li> <li>• Legislation and statutory requirements:</li> </ul>	

## Introduction

At Oliver's Battery Primary and Nursery School our behaviour expectations are based on mutual respect and strong relationships between all members of the school community. Through our ethos and curriculum we promote attitudes and values that enable children to contribute positively to their own personal development and to that of the school.

Staff encourage and model the highest standards of behaviour both within classroom settings and around the school. We endeavour to create a school community where every child feels safe and respected, enjoys coming to school and is confident that when things go wrong we will do everything we can to help put it right. We foster a restorative justice approach to behaviour which has a focus is on learning not conflict. Restorative approaches encourage pupils to think about how their behaviour has affected others. It helps children to develop respect, responsibility and honesty.

Alongside mutual respect, differentiated teaching and effective classroom management build and maintain good relationships, boundaries and responsibilities between staff and pupils. We recognise that emotional and behavioural difficulties may take many forms and we offer individual support to pupils who experience such difficulties.

### **At Oliver's Battery Primary and Nursery School everyone has rights:**

*The right to*

- *feel safe and secure*
- *be treated with dignity*
- *to learn*
- *to feel valued as an individual and as part of the school community*

To access these rights we expect children, parents, governors and staff to take on the responsibilities which go with them and follow school rules.

### **At Oliver's Battery Primary and Nursery School we have three important rules. These are:**



### **Our School behaviour principles:**

- Have a persistent and consistent approach to behaviour throughout the school.
- Encourage and support children to have high expectations of their own behaviour.
- Emphasise that everyone has rights as specified in the UNCRC and support children to behave in ways that respect these rights, working as part of the school community to facilitate them for all other pupils.
- Encourage a calm, supportive and purposeful atmosphere, both within and outside of classroom areas.
- Develop and support positive attitudes towards others
- Raise awareness of appropriate behaviours and promote it through positive reinforcement, ensuring that all pupils are aware of the behaviour expectations for our school.
- Behaviour expectations of Ready, Respectful, Safe are displayed in all classrooms and around the school.
- Value Pupil Voice through School Council
- Enable staff, to ensure that individual behaviour needs can be supported swiftly and effectively.
- Work with parents and external agencies when required to support individual behaviour needs. necessary.
- Ensure that our planned PSRE curriculum ensures that there are opportunities for children to discuss and consider aspects linked to all areas of discrimination, bullying and British Values.

### **Staff responsibilities:**

- Ensure all children understand our expectations for behaviour in line with Ready, Respectful, Safe.
- Be consistent in rewards and consequences.
- Communicate with parents as appropriate.
- Act as a good role model.
- Record any behaviour incidents on CPOMs.

### **How we recognise positive behaviour:**

Celebration Assembly: Children who have demonstrated our rules of Ready, Respectful, Safe are noted in celebration assembly. This may be one pupil, a group of pupils or several children for different reasons. This is shared with the whole school and added to the newsletter weekly.

Bronze, silver and gold: awarded for high quality work, academic achievement and effort. When children get 5 Oliver's Battery stickers in their book, they receive their awards. 5 stickers = Bronze, 10 stickers = Silver and 15 stickers = Gold. If a child achieves more than gold within the year they will be awarded a Learning Ambassador Award in recognition this achievement.

Top Table: Children who have been noted for excellent behaviour over lunch time can attend the Top Table on a Friday lunchtime. Here they have squash, a table cloth and a choice of a friend to sit with at an early lunch sitting.

House points: children are organised into houses when they start school. House points are awarded for good behaviour, conduct, effort and manners. House points are collected each week and are displayed in the hall.

## De-escalation and Preventative Management

All staff aim to use strategies to de-escalate situations by responding in a calm and reasonable way. We aim to 'catch children being good' as we know we will get more of the behaviour we praise. We consistently apply the rules and always look to find a 'win : win' in a situation.

## Pastoral Support Programmes

TALA is a school based intervention to help individual pupils to better manage their emotions and consequently behaviour. They are overseen by the SEND Coordinator and Inclusion Leader and involves the identification of precise and realistic behavioural outcomes for particular children with on-going problems. The Inclusion Team will liaise with parents and external agencies as necessary.

## Managing behaviour.

<u>Step</u>	<u>Action</u>	<u>Example</u>
1	<b>A reminder</b>	A discrete reminder of the school rules and what is expected. i.e. <b><i>'Remember to be safe' or 'That's great, most of you are ready to learn.'</i></b>
2	<b>A Warning</b>	Child spoken to individually of the expected behaviour and told that this is a warning. <b><i>'This is now a warning, it is not safe to do xxx. If I have to ask again it will be 5 minutes from your free time.'</i></b>
3	<b>Loss of own time (up to 5 mins)</b>  <b>This stage may be repeated in a lesson</b>	If the behaviour continues after the warning then the child loses some free time at the teachers' discretion. Teacher re-engages with the child for a fresh start. Teacher needs to make appropriate changes e.g. change seats, remove equipment etc.  <b><i>'You have lost 5 minutes of your free time because you are still being disrespectful.'</i></b>

Some incidents will be more severe in nature. Violent, abusive or racist incidents will be referred immediately to a member of the SLT who will deal with them accordingly. This will usually be to investigate the incident fully, talk to the children involved, inform parents and decide a reasonable consequence. On occasions, some behaviour may warrant a suspension. See section on suspensions. Such incidents are always recorded on CPOMS (school's online record system).

## Reoccurring Poor Behaviour

<b><u>Stage 1</u></b>	<b><u>Assistant Head Teacher will ask to meet parents with Class Teacher</u></b> <ul style="list-style-type: none"><li>• Action plan agreed</li><li>• Review meeting arranged (weekly)</li><li>• Minutes of the meeting are shared with the Head Teacher</li><li>• Restorative actions agreed</li></ul>
<b><u>Stage 2</u></b>	<b><u>Assistant Head Teacher refers to Head Teacher</u></b> <ul style="list-style-type: none"><li>• Head Teacher meets child</li><li>• Head Teacher meets with parents and agrees sanctions e.g. detentions with Head Teacher, internal exclusion, external exclusion</li><li>• Agency involvement discussed with inclusions team</li><li>• Additional sanctions for extreme cases will be considered for individuals via an IBMP.</li></ul>

***These steps are not sequential - some incidents will go directly to Stage 2.***

### **Behaviour Crisis Plan for staff**

In the event that a child is demonstrating behaviour that is putting themselves or others at risk of harm the class teacher will put an evacuation plan in place.

#### **Parents role**

If previous plans to support positive behaviour have not worked, alternative strategies will be deployed such as a daily report/behaviour chart/system to help monitor behaviour and encourage small steps towards better behaviour. As in all areas of concern, **parents** will be consulted and involved as soon as a pattern of difficulties are identified. We believe that the responsibility for supporting children to make good choices is shared between home and school.

#### **SEN**

Due regard to a pupil's Individual Behaviour Management Plan will be taken when dealing with children on the Special Needs Register and appropriate external agencies will be consulted where behaviour problems are identified. All staff will be alerted where Individual Behaviour Management Plans exist so that consistency of approach can be ensured.

### **Break and Lunch time:**

When an incident occurs during these times an adult on duty will speak to all the children involved and either issue an immediate sanction e.g. walk with the adult OR follow up with the Senior Lunchtime Supervisor (lunch time)/class teacher (break time) who will determine whether the child needs a lunch time sanction. This is recorded in the lunch time book.

More serious incidents will be reported immediately to the Head Teacher.

### **Fixed Term and Permanent Exclusions:**

Our aim is always to avoid permanent exclusion and we will work with the support of the other agencies and the Local Education Authority to explore alternatives to this outcome. This may involve the use of Alternative Provision and Managed Moves if these are acceptable to parents. However, we reserve the right to permanently exclude in cases where alternatives have been exhausted or in cases of extreme behaviours. In similar fashion, we aim to avoid fixed term exclusion by utilising the use of internal isolation where appropriate. External exclusions will be used following careful consideration of the evidence gathered and evaluation of other alternative approaches. Only the Headteacher has the power to exclude a child from school.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. Is in response to serious breaches or persistent breaches, of the school's behaviour policy; and
2. Where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school;
3. After a range of alternative strategies have been tried (See Sanctions).

If the Headteacher excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Head Teacher should:

1. Consider all the relevant facts and firm evidence.
2. Allow the pupil to give their version of events.
3. Check whether an incident appeared to be provoked by racial or sexual harassment.
4. Consult others if necessary.
5. Keep detailed notes at all stages.

Exclusion can be:

1. Short Fixed Term Suspension – Arrangements for setting and marking of work must be made.
2. Lunchtime Suspension – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.
3. Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made.

### **Procedures for Suspending or Excluding a Pupil:**

For all suspensions or exclusions:

1. Parents must be telephoned on the same day.
2. The relevant letter must be sent to the parents within 24 hours.
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.

4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

**Re-integration:** A process of planned support and progress reviews is in place for all children following exclusion. The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the Headteacher's decision or to overturn it based on the evidence provided to them.

#### **The Governing Body Discipline Committee:**

1. Exclusions of less than 6 days – a meeting will be convened if parents request it.
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 & day 15.
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15.
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised.

#### **Anti-Bullying policy**

In line with Government guidance, bullying is defined as harassment or aggressive action which:

- is repetitive and prolonged over time
- reflects an imbalance of power
- may be verbal, physical, social, sociological or cyber

Bullying is not tolerated. Staff are alert to the possibility of bullying in all its forms, policy reviewed and updated, and training is provided.

We take positive steps, in the curriculum and during assembly, to boost the self-confidence and morale of pupils, and to encourage mutual respect and esteem.

By ensuring effective supervision of break times and lunchtimes, we seek to pre-empt and prevent bullying. By ensuring safe and sensible movement around the school, we aim to reduce physical contact between pupils.

We encourage **parents** to contact school immediately where they have a concern about their child's relationship with others, and not to tell their child to "sort it out" for themselves. We ask **parents** to prevent tension between families outside school, spilling into school, and to inform us if this is likely to be the case.

We educate children to discriminate between "bullying" and occasional incidents and encourage parents to recognise the difference. We discourage the casual use of the term "bullying".

## **Action**

- Children are frequently reminded to **report** any concerns to an adult of their choice. This adult will report the child's disclosure to the class teacher.
- The class teacher **investigates** the child's concerns urgently and discusses the next step with a senior leader. If the events concerned happen at break-time, the class lunchtime supervisor is requested to keep a special watch during lunchtime. Incidents are recorded on CPOMS.
- The senior leader **questions** the alleged bully, and **investigates further** to determine the truth of the incident.
- The senior leader, and the class teacher, **follow-up** their investigation by meeting with the alleged victim and alleged bully. Consequences and/or support are put in place in line with the school's Behaviour Policy.
- The senior leader or class teacher **contacts** the parents of the alleged victim and bully to describe the complaint and the action taken (including dealing with lies or false accusations if the Senior Leader is confident that no bullying has occurred).
- The class teacher **records** the complaint, the investigation, and the outcome.
- The Senior Leadership Team keeps the situation under **review**, using the steps outlined in the Behaviour Policy.
- The Head Teacher will become involved immediately and directly in cases of bullying giving rise to serious physical or mental harm.
- All incidents and communications will be recorded on CPOMS.

## **Child-on-Child abuse**

Child-on-Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and nonintimate), friendships, and wider peer associations.

Online child-on-child abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

Incidents will be dealt with in line with our Behaviour Policy, Child Protection and Safeguarding Policy, as appropriate.

## **Mobile phones and other electronic devices in school**

Pupils should not have their mobile phone or any other electronic device, including headphones and smartwatches with them in school. They need to be handed in to the office in airplane mode or switched off and collected at the end of the day. Any device that has a similar functionality as a mobile phone (for example a smart watch), will have the same rules applied to it as a mobile phone.

We accept no liability for any such items that are lost or damaged.



### **Searching and confiscation of property:**

Teachers and Support Staff can confiscate pupils' property. In the case of illegal items these will be passed onto the police. Items such as alcohol, tobacco products and other school banned objects will be passed onto a member of Senior Leadership Team to be disposed of.

Prohibited items include alcohol, tobacco and tobacco-related products, illegal drugs, stolen items, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. These will be confiscated and not returned and the police may be informed.

The school also bans items that are age-related for over 18s e.g. caffeine drinks and electronic cigarettes, substances regarded as legal highs. These will be confiscated and not returned.

In the event that a pupil is suspected to be in possession of a prohibited, banned or illegal item then the school reserves the right to search them, their lockers and possessions without permission (in accordance with the DfE guidance on screening, searching and confiscation).

To safeguard staff and pupils, any search will take place with more than one member of staff present, ideally at least one member of staff will be from the Senior Leadership Team or the Inclusion Leader and reflect the gender of the pupil. This may not always be possible and the school reserves the right to conduct the search if there is felt to be a risk to staff, pupils or members of the community by not conducting the search.

Confiscated items will be handed into reception for safe keeping. They may be collected at the end of the school day by the pupil. If there is a repeat of the incident, the item will be kept until parents/carers can collect from reception. This includes mobile phones. Staff can confiscate any item that disrupts and disturbs the learning process, e.g. fidget spinners, from a pupil at their discretion. A confiscation record book is maintained by school reception.

### **Use of Reasonable force (from DfE Use of Force Guidelines 2012):**

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SMT notified immediately. Immediate action will be taken to involve parents.

A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Head. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible.

The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

### **Other specific unacceptable behaviours:**

#### **Aggression, intimidation, harassment and violence:**

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated.

- Child on child sexual harassment is unwanted conduct of a sexual nature that can occur online and offline.

Sexual harassment is likely to:

violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

- We will use the Brooks Sexual Behaviours Traffic Light System to differentiate between normal child development and curiosity, and behaviour that is more concerning. However, the concept of 'Consent' will always be emphasised.
- An incident does not need to result in physical harm for it to instigate serious consequences. Each incident will be investigated and where necessary action will be taken.
- Where there is violence, or where there is an attack on another pupil, exclusion may be used. The length of exclusion will vary according to the severity of the incident. Second or subsequent incidents will attract longer periods of exclusion. Persistent offenders may face permanent exclusion.
- Verbal, physical threats or intimidation against staff will be investigated and action will be taken in the same way as above. Physical violence towards staff will result in exclusion. Depending on the severity of the situation verbal, physical threats or intimidation against staff may result in permanent exclusion.

#### **Weapons and dangerous items:**

- Pupils who bring guns, knives, laser pens, other weapons and dangerous items to school may be excluded for a fixed period dependent on the nature of the offence. The police will normally be informed in cases where offensive weapons have been found. Very serious incidents will result in a permanent exclusion.

#### **Drugs:**

- The possession or consumption of illegal drugs will result in fixed-term exclusion as a minimum whilst an investigation takes place. The length of exclusion will be dependent on the nature of the incident. The police will be informed in all cases where drugs have been found.
- Supplying drugs will result in permanent exclusion.

#### **Damage to school fabric and furniture:**

- Where damage is accidental, no charge will be made.
- Where damage is as a result of silly behaviour, parents/carers will be informed and a contribution to the cost of replacement may be requested, or the child may be asked to make amends by putting it right e.g. being supervised in their own time to make repairs.

#### **Discriminatory Incidents (targeting race, gender, sexuality or disability):**

All incidents of discrimination are investigated and treated seriously. Before any decision on internal or external exclusion is reached, a thorough investigation will take place. All those involved in the incident will be interviewed. Statements will be gathered from witnesses where appropriate. All statements and evidence, will be collated by the Headteacher.

All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy. The curriculum for R.S.H.E., RE and Collective Worship is designed to foster appropriate and responsible behaviour and to deter and alter offensive behaviour.

Derogatory comments about race, gender, sexuality or disability are unacceptable. If pupils are heard using derogatory language, they will be challenged and told that it is unacceptable.

Discrimination incidents are recorded separately in an Incident Log. These are reported termly to the Local Authority.

## **Behaviour out of School**

What the law allows: A teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school organised activity
  - Travelling to or from school
  - Wearing school uniform
    - In some way identifiable as a pupil at the school
  - Or misbehaving at any time in a way that:
    - Could have repercussions for the orderly running of the school
    - Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Pupils on school trips and visits, and on the way to and from school, are governed by the school's expectations for behaviour policy. It is expected that pupils behave well on trips and visits and at all times when representing the school. Poor behaviour on the way to and from school is not acceptable and will result in sanctions being put in place. If pupils' behaviour risks the safety of others then, dependent on the incident, further sanction could apply.

The school will investigate any misbehaviour that is reported to them by a third party or witnessed by a member of staff if the pupil is in school uniform or bringing the school into disrepute. The sanctions imposed under these circumstances will be in accordance with those covered in this policy for behaviour during the school day. If misbehaviour is reported to the school whilst not on a school activity or in school uniform this will be reported to the relevant authorities and/or parents/carers if it is of a safeguarding nature.

## **Legislation and statutory requirements:**

This policy is written in compliance with the equal opportunities policy and in line with the following:

- DfE Behaviour in Schools - Advice for Headteacher and school staff advice (Behaviour Advice) (1 September 2022). This policy is based on advice from the Department for Education (DfE) on:
  - Behaviour and discipline in schools
  - Searching, screening and confiscation at school
  - The Equality Act 2010 and the school's Single Equality Policy and Scheme
  - Use of reasonable force in schools
  - Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

## **Monitoring**

The effectiveness of this policy will be monitored by the Full Governing Body through Head Teacher reports, governor visits, pupil interviews and surveys.

### Annex 1

#### **Responding to poor behaviour (based on DFE guidelines)**

Teachers are required to discipline pupils when conduct falls below expected standards. To be lawful, the response (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
- It must not breach any other legislation (in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.