



## **Baines' Endowed Church of England Primary Academy**

### **Behaviour Management Policy**

Our mission statement at Baines' Endowed Church of England Primary is:

*"With God, nothing is impossible" Luke 1:37*

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

This policy complies with Section 89 of the Education and Inspections Act and should be read in conjunction with;

**\*\* Any updated guidance from the Government in relation to Covid 19 - Guidance for full opening of schools (Section 3 Curriculum, behaviour and pastoral support)**

- |   |                                  |
|---|----------------------------------|
| - Behaviour in Schools July 2022                  | - Anti Bullying Policy           |
| - Pastoral Care & Child Protection Policy         | - Racial Equality Policy         |
| - Care and Control of Pupils Policy               | - SEN Policy                     |
| - Equal Opportunities Policy                      | - Children's ALWAYS promises     |
| - Managing Allegations Against Staff Policy       | - Online Safety Policy           |
| - Valuing All God's Children document             | - Early Years Wellbeing Toolkit  |
| - Managing Allegations Against Pupils Policy      | - Early Years Graduated Approach |
| - Searching, screening and confiscation at school |                                  |
| - Equality Act 2010                               | - Children and Families Act 2014 |
| - Suspension and Permanent Exclusion Guidance     |                                  |

### **PHILOSOPHY**

The behaviour exhibited by pupils is influenced by every aspect of the school's organisation. Thus this policy influences and is influenced by all other policies and aspects of the organisation. It requires the active, consistent and co-operative involvement of all those concerned with school: pupils, parents, governors, teachers, non-teaching staff, church, Cidari, LA (Local Authority) and external agencies.

The mission statement of the school is the starting point. This requires us to promote good behaviour, communication and relationships in a positive manner in line with Christian values, encouraging pupils to value themselves and others and to develop self-control. The philosophy does however allow for sanctions and consequences (opportunities for further learning), the efficacy of which is enhanced because of the overall positive framework.

## **INTENT**

- To promote a caring Christian ethos within a 'Culture of Kindness.'
- To have clear systems for pupils, staff and parents to follow and understand.
- To provide a positive learning environment in which children can achieve maximum success in all they do.
- To provide a positive, caring environment which promotes self-respect and respect for all others.
- To promote respect for, and appreciation of, all property and resources.
- To take positive action to reduce the possibility of individual children developing communicative, social and emotional difficulties.
- Where children have social, emotional and/or mental health special educational needs, to work together to overcome them.
- To prepare children to take an active part in the community in which they live

## **IMPLEMENTATION**

Children who feel secure within the school environment are more likely to behave well and develop positive relationships. For this reason continuity and stability in the organisation of the school are key features of our policy.

Additional teachers are employed on a permanent basis so that children are taught by established staff, wherever possible, when their class teacher is involved in other aspects of their work outside the classroom. On the rare occasions this is not possible efforts are made to ensure that the teacher is one who the children know as being part of the school's regular back-up team of supply teachers.

Adherence to set procedures within the organisation of the school day is encouraged by all staff. Punctuality for an 8.55am start is encouraged however, where children struggle to manage this aspect of the day, a 'Soft Landing' is facilitated. Under usual circumstances, children can enter the building from 8.45am onwards. A member of staff is on duty at each entrance to ensure children enter in an orderly and safe manner, class teachers are in classrooms and have familiar procedures for the children to follow when they enter. During the day children are escorted, by staff, into and out of the school building in an orderly and safe manner. At the end of the day each teacher escorts their class out of the building and remains there until the children are safely off the premises.

Children and staff worship together on a daily basis in a hall, classroom or virtually. School worship follows a range of Christian values which often incorporate reference to our mission statement, children's ALWAYS promises and the reasons we care for and about each other and our school.

Classroom organisation is developed by teachers in order to meet the needs of the pupils with regards to their learning; however, behaviour, communication and relationship management must be in line with this policy.

At break times the children are supervised by the duty teachers and teaching assistants. Welfare staff are employed at lunchtime to oversee the orderly eating of lunch and playground activity thereafter. If a child has to be inside at break times for medical or other authorised/necessary reasons they will be supervised at all times.

The children are encouraged to move around the school in an orderly and polite manner, viewing themselves as jointly responsible, with teaching staff and support staff, in the care of our school environment. They are made aware of the importance of treating with respect and the utmost care: cloakroom areas, toilet facilities, lost property and the movement of equipment. Lunchtimes are viewed as occasions for developing social skills and whether eating a cooked meal or packed lunch, appropriate table manners are encouraged.

### **Equal opportunities**

Difficulties with behaviour, communication and relationships are more likely to develop in children who do not have a positive self-image. For children to develop a positive self-image it is essential that they feel valued. The ethos of the school and our equal opportunities policy ensures that all people are valued, promoting equality, respect and opportunity for all and work is undertaken to develop the children's ability to do this.

### **Curriculum**

All children are entitled to receive a broad and balanced curriculum relevant to their individual needs.

Through the range of positive strategies which teachers have at their disposal, access to the curriculum is ensured for all children including those with social, emotional and mental health difficulties. No child is deprived of access to any subject area because of such difficulties unless it causes a health and safety risk that cannot be mitigated. Classroom teachers work closely with our SENDCo (Special Educational Needs Co – ordinator) and the Pastoral Team to ensure that pupils work at their own level, but in ways which meet national requirements.

Adults use a variety of teaching and learning strategies within their classrooms. Positive behaviour and interactions between adults and pupils allows the aims of the classwork to be met and expectations of pupils' performance to be matched to their needs. Adults have high expectations of pupils but appropriate to the child's level of ability. Adults aim to raise the self-esteem of all pupils through supportive feedback and emphasising work well done.

### **Extra-curricular activities**

Extra-curricular activities help to develop children's self-esteem, skills and interests as well as helping them to learn ways of spending their leisure time purposefully. Involvement in these activities helps to build pupil-staff relationships and develops positive attitudes to school.

High standards of behaviour, communication and relationship management are expected of children taking part in extracurricular activities. This is vital to ensure the safety of all taking part, but also necessary to ensure that all children and staff taking part get the greatest possible enjoyment and satisfaction out of the experience. Children who are involved in any activities which take them outside of school are encouraged to take on the responsibility of being "ambassadors" for the school and to understand that the reputation of our school is in their hands. This policy will be followed during activities off school premises where the pupil is under the lawful care of the staff member.

Children's achievements outside school are recognised by encouraging them to bring awards into school and their successes are explained to other pupils either in class or in celebration assemblies.

### **The role of staff**

All staff work together to develop positive behaviour, communication and relationship building practises within a 'Culture of Kindness'. This results in care, commitment and consistency throughout the school. Care and consistency are seen as key factors in promoting good well-being and therefore better behaviour and relationships. Staff receive regular updates and guidance, on induction for new staff and at least annually, more often should it be necessary.

Staff work together as a team offering mutual support, advice and practical help. This promotes the principles within this policy, ensuring consistency for the children and allowing staff access to a greater range of strategies for dealing with difficulties. It also contributes in an indirect manner as it presents to the children, as a model of co-operative working and supportive relationships.

The Pastoral Lead/Deputy Headteacher is responsible for leading the provision in this area. The Pastoral Team supports staff and children in all areas of behaviour management in both proactive and reactive ways.

All staff act as models of good behaviour, communication and relationships in that they treat each other, the children, their parents/carers and all visitors with the courtesy and respect they want to promote to the children.

The Pastoral Team work together to develop and monitor the application and success of the policy in school by:

- o continually emphasising to parents/carers and children the expectations.
- o encouraging the co-operative, positive working of all staff within school and always being available and willing to offer practical help, support and advice.
- o being available to children who need support.
- o being alert to any adults who may be experiencing difficulties in supporting the children with their behaviour and relationships.
- o being ready to offer support as necessary.

All staff are supported in fully implementing the school's positive approach to supporting children. Classroom support staff and Welfare staff have regular meetings with their line managers to discuss strategies and the enhancing of provision. This develops their ability to work in ways which promote the culture of the school and education of the children.

### **Parents/Carers**

The encouragement of interest, both in the school as a whole and in the education of their own child, is a high priority at Baines'. Parents/carers are encouraged to view their relationship with school as a partnership. This reduces the likelihood of behaviour, communication and relationship difficulties arising, as boundaries for children are more clearly defined when parents/carers and school are in agreement. If difficulties do arise, then the relationship that has already been developed ensures greater cooperation, and thus shared strategies and support can be put in place. School has members of staff responsible for family partnerships and pastoral care. These staff work closely together to coordinate our liaison with families. Policies are available for parents/carers on the website, along with key staff being available for appointments on request and at events such as parents evenings to discuss the school systems and provide guidance and support.

### **Role of the governors**

Governors are closely involved in developing the culture of the school and in promoting a positive climate within it. One governor (Lindsay Taylor) has responsibility for oversight of the special educational needs provision within school along with safeguarding/pastoral care. In extreme cases the headteacher will inform the chair of governors and arrange exclusions as a last resort to preserve the safety and well-being of all involved.

Lead governor: Lindsey Taylor

### **Community links**

Community links, especially those with our Parish Church, PCSO's and School Nursing Team are important in supporting the children in the development of positive attitudes and forming respectful relationships. The links develop the profile of the school within the community and therefore develops in the children, families and staff, a sense of pride in, and commitment to, the school.

### **Expectations, rewards and support strategies (Behaviour Curriculum)**

Positive and respectful expectations set the standards for appropriate methods of behaviour. The children are taught about appropriate ways to behave and communicate around school. This begins in the nursery and continues to be reinforced on at least an annual basis, more often if required. The learning requires consideration for themselves, others and their environment and contributes to the calm, efficient and effective culture of the school.

Accompanying our mission statement we have a set of children's promises:

Baines' Children Promise To:

- o be polite and kind to everyone.
- o care for each other.
- o forgive others.
- o care for property
- o listen carefully when other people are speaking
- o walk quietly and sensibly around school.
- o try their best and be at the right place with the right things

By keeping these promises the pupils proudly wear a 'house badge' (ALWAYS BADGE). Breaking a promise (red and amber listed behaviours) results in the child's name being moved from green to amber/red and a restorative conversation with the child along with the temporary removal of their badge by the class teachers (amber behaviours) or Pastoral Team (red/blue behaviours). Badges are returned at the end of the school day or following day (yellow behaviours) or after 3 days (red behaviours) or after 5 days (blue behaviours).

Classroom expectations are formed at the start of each year by each teacher with their own pupils. The expectations therefore differ slightly from class to class, but are always in keeping with the philosophy underlying this policy. Due regard for the expectations is regularly rewarded in both formal and informal ways.

- Verbal and non-verbal praise is used extensively to motivate and encourage children who demonstrate positive behaviours.
- Recognition through celebratory assemblies
- Pupils retain their ALWAYS badges.
- Secret success postcards are sent home via the postal service to notify families of their child's successes.
- Roles of responsibility are given as appropriate.

The emphasis in school is on 'ALWAYS' maintaining positive methods of behaviour. However it is recognised that sometimes inappropriate behaviours occur and both children and staff need to fully understand the consequences of this.

### **Responding to Inappropriate behaviours**

The 'Culture of Kindness' embedded within the ethos of the school is sufficient to promote positive behaviours, communication and relationship management in the vast majority of children; however

we operate a parallel, very structured support system described below along with using data produced from the 'Good to be Green' system, as follows:

1. Reminder of expectations (care is always taken to ensure that no child is held up to public humiliation eg. Make sure everyone is following our school expectations/values of ..... Thank you) A discreet deterring conversation (warning) should be given to children not showing due regard to the set expectations.
2. Child's name will be moved to amber and a discrete conversation with the relevant child will occur. The child continually has the opportunity to reverse this and make their way 'back to green' on reflection of their choices and additional care towards the expectations. Temporary relinquishment of their ALWAYS badge and 5 minutes reflection time during break/lunch to be supervised by classteacher, or Pastoral Team only if class teacher is on duty.
3. Additional reminder of expectations (again care is taken to ensure that no child is held up to public humiliation eg. Once again make sure everyone is following our school expectations of ..... Thank you) A repeat, discreet deterring conversation (warning) should be given to children continually not showing due regard to the set expectations.
4. Further negative behaviour will result in the child's name being moved to red and another discrete conversation with the relevant child. The child continues to be supported in reflecting on their choices and additional care towards the expectations. Temporary relinquishment of their ALWAYS badge (by Pastoral Team) and 10 minutes reflection time during break/lunch to be supervised by classteacher, or Pastoral Team only if class teacher is on duty.
5. Additional reminder of expectations (again care is taken to ensure that no child is held up to public humiliation eg. Once again make sure everyone is following our school expectations of ..... Thank you) A repeat, discreet deterring conversation (warning for Blue) should be given to children continually not showing due regard to the set expectations.
6. If difficulties in emotional regulation continue the child should be given the opportunity to reflect and regulate. This should be done by the class teacher either inside the classroom (in the calm area) or just outside of the classroom. It may be necessary for a more in depth discussion, with an adult to support, with a walk and talk for a maximum of ten minutes including a visit to the Workshop, Rainbow Room or Reflection Room, only if necessary. It may be more appropriate for the child to take their work to a partner class for a short period of time to re-set. (Pastoral Team/DHT – Deputy Head Teacher informed at this point via Behaviour Record (Blue Form - Appendix 1). To be completed by the staff member instigating this point.
7. Repetition of the above (point 5) one more time within the half-term will result in a letter being sent home – (SC1 - Appendix 2) and pastoral support.
8. Further repetition for a third time, (point 5) within a half-term will result in a second letter being sent home – (SC2), a two week support card being supplied to the child (Appendix 2) and daily communication with parents/carers: support card to be sent home and signed everyday by parents and a member of the PT. At the end of the two weeks a review form (SCRF 1) will be completed, this will form Stage 1 of the Plan-Do-Review cycle.
9. If no progress is observed throughout the use of the support card, as part of the Plan - Do – Review cycle, the next step will include a one week support card reporting to a Deputy Headteacher daily, observation by a member of the Pastoral Team, a discussion with

parents/carers to discuss further internal support strategies and procedures for external support should that be necessary. Stage 2 Plan-Do-Review.

10. If no progress throughout the support card/Plan – Do – Review cycle Stage 2, the SENCo/PT will review the provision put in place. This will lead to;
- A one-week support card reporting to the Head teacher daily.
  - Further meetings with parents/carers discussing potential next steps if behaviour doesn't improve.
  - Observation by SENCo/PT

Involvement of external agencies, may include the Inclusion Team, Speech and Language Therapy, CAMHs etc.

If children have support from external agencies, their name will be placed on the SEN register under the SEN Support category.

\*\* It is important to acknowledge that some children have very specific needs and these will be taken into account on a personalised basis to ensure the most appropriate system is in place to support them and the adults working with them.

\*\*\*Children who need to be supported outside of their class:

- If a child is supported on a walk and talk. The period should not exceed 10 minutes. Appendix 1 (Blue form - behaviour Record) should be completed by the adult instigating this. The form should be brought on the walk and talk to be dropped off at the Reflection Room for record keeping purposes.
- For specific children, the support of the Pastoral Team (PT) specialising in working with children with behaviour difficulties can be called upon. The PT will support the child out of class for the minimum time necessary to allow the child to regulate and be able to return to class calmly and willing to cooperate. The Behaviour Record should be completed as above
- In serious cases the child may need to be removed from the classroom and be supported by a member of the Pastoral Team or Senior Leadership Team, or a child may be sent to ask a Senior Leader to come to the class to support a child in extreme crisis. The child must be given the opportunity to continue with their education. Parents/Carers must be informed on the day that this has occurred and the time out of class should be proportionate to the incident. Support to move back into class must be given.

The Pastoral Team analyses the GTBG (Good to be Green) data on a half termly, termly and yearly basis in order to provide appropriate support to both children and staff. Parents/carers will be informed at consultation evenings about their child's ability to emotionally regulate, communicate and behave effectively.

### **Types of Behaviours**

At Baines' we recognise that there are different types of behaviours and that they should be managed in different ways on the day (preferably) or following day if inappropriate behaviour is displayed in the afternoon.

### **Low level behaviours (Amber behaviours – 5 minutes of break and lunch missed plus restorative conversations)**

- o Calling out/ Silly noises / Answering back
- o Not following instructions
- o Disruption of teaching and Learning
- o Wandering around class
- o Passing messages around class

- o Chewing gum/
- o Mobiles in class/cloakrooms
- o Feet on tables/chairs
- o Poor attitude – rolling eyes at adults/back chatting/stamping round class/stropping
- o Unwanted touch/hurting – pinching/poking/flicking/kicking under table
- o Refusal to accept consequences
- o Poor attitude
- o Telling lies

\*\* This list is not exhaustive but a guide to these types of behaviours.

### **Mid level behaviours (Red behaviours – 10 minutes of lunch or break missed plus restorative conversations)**

Mid-level misbehaviours can be described as:

- o Repeated 'Amber' behaviours
- o More minor but repeated aggression towards other children

### **Mid-level plus behaviours (Blue behaviours – Miss 30 minutes of lunch time plus restorative conversations)**

- o Repeated 'Amber/Red' behaviours
- o Leaving the classroom without permission

### **More serious behaviours – (Purple behaviours) Half a day Removal from Classroom, straight onto Support Card plus restorative conversations)**

- o Violent aggression towards another child – biting/punching/kicking/throwing things
- o Significant disruption to teaching and learning
- o Inappropriate language – swearing at child or adult/more serious racist/homophobic/sexualised language
- o Aggression towards adults, including verbal aggression if directed **at** the adult.
- o Spitting
- o Threatening behaviours
- o Serious damage to resources/school property – electrical equipment/chairs/tables etc\*

Work must be provided for the period of time outside of the classroom.

\*Any willful damage to school property caused by children's poor choices, will result in payment being requested from parents.

\*\* This list is not exhaustive but a guide to these types of behaviours.

**Every half term GTBG data is analysed, any pupil under 75% 'Green' behaviours has a meeting with a member of the Pastoral Team and a support card with key targets is put in place.**

More serious behaviours should always be reported to a member of the Middle or Senior Leadership Team. It will be handled in accordance with the nature of the behaviour; it will require one of the following:

- o A phone call to the parent to arrange an appointment to meet with them to discuss the support card.

If serious behaviours are repeated this may result in:

- o Immediate contact with the parent requesting they come to school to collect the child.



- o Removal from break-time/lunchtime/class time
- o Lunchtime exclusion from school
- o Fixed term exclusion from school
- o Permanent exclusion from school

All exclusions from school are logged and notified to the Chair of Governors and the LA. LA guidelines and DfE regulations concerning exclusions are carefully adhered to.

Teachers will plan, prepare and mark work set for children for the period of their exclusion from school.

When a child returns to school after a fixed term exclusion a return to school interview (reintegration meeting) is held between the Headteacher, parents and child to agree a means of working together to minimise the chances of repetitive behaviours.

### **Break times**

Equipment is available at break times to encourage appropriate and collaborative play.

**At breaktimes we operate a red/yellow/blue/purple system to support and encourage good behaviour and play.**

If a child misbehaves in the yard during break-time the adults on duty can decide to:

- o Educate and hold a restorative conversation.
- o Require the child to stay with the duty teacher/teaching assistant for the rest/a portion of the break time
- o If the misbehaviour is more serious the adult on duty will walk the child indoors to be supervised by a member of the PT (Blue behaviours - form will need completing as per normal procedures)

\*Another child can come and get a member of the Pastoral Team or SLT (Senior Leadership Team) to collect a child needing support if necessary.

If necessary, playtime behaviours will be reported to parents/carers.

### **Lunchtimes**

A zoning system will be in place to facilitate positive play experiences and discourage inappropriate relationship management. PALs also operate during this time along with anti-bullying ambassadors.

Misbehaviour at lunch-times results in the child being sanctioned as above - amber and red behaviours in the playground (ALWAYS badges to be brought to PT if a red behaviour), blue/purple behaviours by the PT. If the child does not accept this, or repeats the misbehaviour they are taken to the Reflection Room where there is a member of the PT on duty every lunchtime and where possible SLT. Behaviour Record forms are kept by the Pastoral Team. Parents are informed by the class teacher at the end of the day.

Repeated incidents of misbehaviour at play/lunch within the same half term will result in the child being given a support card for a one week period. If, during this time, the child repeats this poor behaviour, they will be removed from the playground for a one-week period and will access a nurture group where available (NG1) to undertake a variety of activities or games to help them develop a greater understanding of appropriate playground behaviours.

Following the week in the nurture group, the child will then be allowed out again with a one- week support card to remind them to continue to behave appropriately. Once the child has had a successful week with support they will then be able to return to the playground as per usual procedures.

Again some children have very specific needs and they will receive support in a personalised way depending on those needs.

In extreme circumstances the Headteacher may consider a lunchtime exclusion. This is where a child must be taken off site by their parents/carers during the lunch time period. It is managed in the same way as other exclusions from school.

### **Extended Services**

At the Extended Services provision we operate the same systems as we do in school to provide continuity for all our pupils. Withdrawal of a place may occur as the result of persistently unacceptable behaviours or a single serious incident. This is at the discretion of the Headteacher.

### **Unacceptable behaviours**

Certain forms of behaviour are always totally unacceptable: bullying, recurrent violence towards other children, absolute refusal to follow instructions and violence towards staff, either physical or verbal.

These behaviours are dealt with by a member of the Senior Leadership Team as soon as possible in the way most appropriate for the particular circumstances. This would always include notifying the child's parents.

### **Bullying**

Bullying is the use of persistent harm with the intention of hurting another person. It can involve persistent physical, verbal attacks, name calling, malicious gossip, damage or stealing the property of victims or coercing the victims into acts they do not want to do.

Bullying can be:

- **Emotional** – being unfriendly, excluding
- **Physical** – pushing, kicking, hitting, punching or any use of violence
- **Religious** – religious taunts, teasing and name calling
- **Racist** – racial taunts, graffiti, gestures
- **Sexual** – unwanted physical contact or sexually abusive comments
- **Verbal** – name calling, sarcasm, spreading rumours and teasing
- **Cyber** – all areas of the internet, such as email and internet chat room misuse, mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities
- **Homophobic** – when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.

Children can become upset because of normal peer conflict and it is important to differentiate between this and bullying. The following table is useful in determining whether the conflict is in fact bullying:

<b>NORMAL PEER CONFLICT OR BULLYING</b>	
<b><u>Normal Conflict</u></b>	<b><u>Bullying</u></b>
Equal power – or friends	Imbalance of power
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Reaction to provocation	Premeditated
Not seeking power or attention	Serious with threat of physical or emotional harm
Generally not trying to get something	May attempt to gain material things or power
Remorse – will take responsibility for actions	No remorse – may blame the victim

### **Procedures**

Allegations of bullying can come in different ways:

- o A member of staff may observe repeated incidents
- o A child may report incidents
- o A child, other than the victim, may report incidents
- o A parent may report incidents

However the allegation comes to light, it is reported to a senior member of staff who then investigates the situation by discussion with all parties, including the child, the alleged perpetrator, other children and any adult who may have information. A discussion with parents/carers will be undertaken. Incidents will be recorded using the Bullying Record (Hate Crime) form (Appendix 4)

The children are encouraged to give their own full account of the incident and then to listen to the accounts of the others. Any staff who observed the incident are asked to give a full account of what they saw and heard. If from the information the conclusion is that the incident was not bullying, this is explained to the child and their parent/carer. The child is also reassured and supported as necessary.

If from the information the conclusion is that the incident was bullying the following steps are taken for the child who was bullied:

- o The child is told that it was bullying
- o Parents are informed of the accounts and the conclusions
- o The class teacher is informed of the conclusions and asked to monitor the wellbeing of the child over the coming weeks

The following steps are taken for the child who bullied:

- o The child is told that the incidents constitute as bullying and the reasons for reaching the conclusion
- o Discussion with the child is undertaken to try to bring them to understand the impact of their actions, the reasons it is inappropriate and to come to a genuine feeling of contrition.
- o Restorative consequences are decided in terms of the seriousness of the bullying; consequences are as below;

- o Parents are contacted, informed of the incident, the accounts and the conclusions
- o Parents are informed of the consequences
- o Parents are asked to reinforce the discussions staff have had with the child
- o The class teacher is informed of the conclusions and asked to monitor the child's wellbeing and regulation over the coming weeks

### **Consequences**

- o Restorative conversations and teaching and learning
- o Removal from class or from the playground
- o Lunchtime exclusion from school
- o Fixed term exclusion from school - Chair of Governors, Trust Chief Operations Officer and Local Authority Exclusion Officer informed
- o Permanent exclusion from school - Chair of Governors, Trust Chief Operations Officer and Local Authority Exclusion Officer informed

### **Suspensions of Bullying**

If a significant change in a child's demeanour or behaviour is noted staff consider the possible reasons and investigate in terms of them. If a possibility of bullying is detected the above procedures are followed.

### **Prevention**

We operate a range of actions, procedures and activities to develop children's abilities to relate to each other, to play appropriately and thereby reduce the possibility of bullying. These include:

- School Values and Worship
- Children's ALWAYS Promises
- PSHE curriculum
- Computing curriculum
- Provision of a variety of quality play resources for break-times
- Play-leaders
- Spiritual, Moral, Social and Cultural Development activities
- Role Play
- Hot seating
- Circle time and discussions
- Reading and discussing stories and poems
- Writing stories and poems

We monitor incidences to try to identify causal factors which we can plan to overcome.

### **Out of School Hours**

Whilst it is recognised that the Headteacher is able to intervene with misbehaviours out of school hours, it is the opinion of the trust, school and governors that at these times it is the responsibility of the parents/carers to manage their children. Any reports of poor behaviours outside of school will be relayed to parents/carers of relevant children. The school may take action such as inviting other professionals into school to educate and support children e.g. PCSO.

### **IMPACT**

Monitoring and evaluation is carried out to enhance the procedures within our school to ensure children are safe, communicate appropriately and make the best possible progress. Monitoring and evaluation takes place in a number of ways:

- personal evaluation by all members of staff involved with children:
- monitoring of incidences by the PT/DHT in order to identify any patterns

- discussion with individuals or groups of children;
- discussions/feedback from parents/carers;
- monitoring of behaviours around school through observations;
- discussion with all members of staff involved with children;
- feedback from external sources.

## **Review**

*Policy to be reviewed February 2025 by Pastoral Lead/SLT*

*signed ..... date ..... Pastoral Lead/SLT*

*signed ..... date ..... chair of governors*

## Baines Endowed C E Primary Academy – Behaviour Record (Appendix 1)

Name:	Class:	Date of Incident:
Nature of Incident:		
Baines' Endowed 'ALWAYS' Promises		

<u>Always be polite and kind to everyone.</u>	<u>Always are for each other. Forgive others</u>	<u>Always Care for property</u>	<u>Always Listen carefully when other people are speaking</u>	<u>Always walk quietly and sensibly around school.</u>	<u>Always try your best and be at the right place with the right things.</u>
Answering Back	Hurting each other	Feet on chairs or tables	Calling Out	Running around School	Lack of effort
Arguing	Kicking	Damage to property	Not following Instructions	Leaning on walls and displays	No care in presentation of work
Not listening	Fighting	Damage to display boards in the corridors		Wandering around the classroom	Not completing enough work
Poor Attitude	Aggressive Behaviour				Poor Attitude to learning
Violent towards other children	Being Unsafe				Disruption teaching and learning
Aggression towards staff	Telling Lies				
Threatening others	Falling out/ unwilling to make friends				
Lack of respect with words – swearing, racial,					
Spitting					

Badge Removal Loss of time Recorded by PT	Walk and Talk Blue Form Parents informed (by class teacher)	Parents informed - letter home Pastoral Support	Support Card with Pastoral Team Parents informed - 2nd letter home	Support Card Deputy Head Pastoral Support Discussion with parents Observation by PT	Support Card Headteacher Discussion with parents Observation by SENDCO
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Removal from classroom?      Yes      No      Duration:      Work provided:

Removal from classroom?      Yes      No      Duration:

Dealt with by:

[illegible]

Behaviour Codes for Charts	
Code	Meaning
W	Wandering around class
OT	Off Task
RW	Refusal to Work
DB	Disruptive Behaviour
TE	Throwing Equipment
VA	Verbal Abuse (Pupil or Adult)
LR	Leaving the Room
PA	Physical Abuse (Adult or Child)
BR	Behaviour Room

## Support Card

Name\_\_\_\_\_Class\_\_\_\_\_

Date Started \_\_\_\_\_





Support Card Review Form (SCRF1)

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Attendees:	
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Review:
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Actions/Next Steps:
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# RACIST/ BULLYING/ HATE CRIME REPORT FORM

School \_\_\_\_\_

Date & Time of Incident \_\_\_\_\_

<u><b>Perpetrator</b></u>		<u><b>Victim</b></u>		<u><b>Nature of Racist Incident</b></u>	
Pupil/Pupils	<input type="checkbox"/>	Pupil/Pupils	<input type="checkbox"/>	Verbal Abuse	<input type="checkbox"/>
Outside Person(s) inc Parents	<input type="checkbox"/>	Outside Person(s) inc Parents	<input type="checkbox"/>	Violence	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>	Teaching Staff	<input type="checkbox"/>	Provocative Behaviour	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>	Support Staff	<input type="checkbox"/>	Graffiti	<input type="checkbox"/>
Unknown	<input type="checkbox"/>	Victimless Incident	<input type="checkbox"/>	Possession/Distribution of Racial Material	<input type="checkbox"/>
<i>Where known:</i>	<input type="checkbox"/>	<i>Where known:</i>	<input type="checkbox"/>	Other	<input type="checkbox"/>
Ethnic Origin	<input type="checkbox"/>	Ethnic Origin	<input type="checkbox"/>	<u><b>Nature of Bullying Crime Incident</b></u>	
Sex	<input type="checkbox"/>	Sex	<input type="checkbox"/>	Verbal	<input type="checkbox"/>
Age/Year/Group	<input type="checkbox"/>	Age/Year/Group	<input type="checkbox"/>	Physical	<input type="checkbox"/>
<u><b>Brief Description of Incident:</b></u> ..... ..... ..... .....				Racial	<input type="checkbox"/>
				Homophobic	<input type="checkbox"/>
				Text Message/ MSN	<input type="checkbox"/>
				<u><b>Nature of Hate Crime Incident</b></u>	
				Race	<input type="checkbox"/>
<u><b>Brief Description of Action taken:</b></u> ..... ..... ..... ..... <b>A MORE DETAILED REPORT WILL BE HELD IN THE SCHOOL FILES.</b>				Religion & belief	<input type="checkbox"/>
				Disability	<input type="checkbox"/>
				Sexual orientation	<input type="checkbox"/>
				Transgender	<input type="checkbox"/>
				<u><b>Place of Incident</b></u>	
Signed: ..... ..... Print Name and Role Date: ..... Please send completed forms to: Ged McNally, <a href="mailto:Exclusionsfromschool@blackpool.gov.uk">Exclusionsfromschool@blackpool.gov.uk</a>				Classroom	<input type="checkbox"/>
				Corridors	<input type="checkbox"/>
				Social area	<input type="checkbox"/>

Out of school

PRIVATE & CONFIDENTIAL TO SCHOOL

<u>Perpetrator</u>	<u>Victim</u>	<u>Witness/s</u>
Pupils/Pupils:	Pupils/Pupils:	Pupils/Pupils:

**Description of incident:**

**Description of Action taken to resolve incident/ any follow up action required:**

<b>Member of Staff:</b> .....