



ambition, belief, communication

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### Policy Statement

Bradley Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and timely interventions that support staff and learners. The positive behaviour policy operates in conjunction with the following policies:

- Attendance
- Equality
- Equal Opportunities
- Online safety
- Inclusion
- Safeguarding
- SEND and Inclusion
- SMSC and Health and Wellbeing

### Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning and for personal development;
- To ensure that all learners are treated fairly and shown respect;
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct;
- To help learners take control over their behaviour and be responsible for the consequences of it;
- To build a community which values kindness, care, good humour, good temper and empathy for others;
- To promote community cohesion through fostering good relationships throughout the community;
- To ensure that excellent behaviour is a minimum expectation for all.



## **Purpose of the Policy**

To provide simple, practical procedures for staff and learners that:

- Recognises behavioural norms;
- Positively reinforces behavioural expectations;
- Promotes self-esteem and self-discipline;
- Teaches appropriate behaviour through positive interventions;
- Uses restorative practice.

## **Expectation of Adults**

### **The Head teacher and SLT will:**

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school
- Be ultimately responsible and accountable for behaviour throughout School
- Report to governors regarding the effectiveness of the policy
- Support the class teacher when meet with parents/carers of children who continuously demonstrate poor behaviours
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children and staff
- Be a presence to control behaviour at lunchtime
- Praise and encourage positive behaviour with rewards and dedicated assemblies in accordance with this policy

### **The Teaching Staff will:**

- Provide a well- balanced and creative curriculum that supports all learners
- Support children when dealing with their emotions and feelings using a restorative approach and elements of PSHE
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model
- Offer the children choices and the chance to make the right decision



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- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children
- Follow the behaviour policy consistently
- Challenge unwanted, negative behaviours following the policy
- Report challenging behaviour following the correct procedure, recording incidents on CPOMS

### **The children will:**

- Develop social relationships in the school community through collaboration and communication
- Be responsible for their own actions and the impact these have on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be friendly
- Be willing to be reflective to change behaviours
- Respect the school rules
- Learn to work cooperatively
- Be motivated to demonstrate good behaviours
- Be motivated to tell the truth

### **The Governing Body will:**

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

### **Parents should:**

- make children aware of appropriate behaviour and reinforce through their own expectations
- encourage independence, self-discipline and instil good manners in their children
- show an interest in all that their child does at school



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- always share their worries or concerns about their child with school staff
- support the school in the implementation of this policy
- encourage your child to tell their teacher or another adult in school if they feel hurt in any way by someone else's behaviour

### Recognition and Rewards

We recognise and reward learners who go 'over and above' our expected standards. All of our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. At Bradley, we recognise good behaviour, effort and conduct in the following ways:

<p>For repeatedly demonstrating exemplary behaviours, values or attitudes</p>	<p>Remarkable board – consistency</p>	<p>A recognition boards with a focus on a behaviours based on school values.</p> <p>Ambition Honesty Friendship Resilience Responsibility Respect</p> <p>Particular desirable behaviour relevant at that time to that class. Children who repeatedly demonstrate the targeted positive behaviour will have their name displayed on the board.</p>
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		Children on the board will have a postcard home sent inviting them and their parents to an afternoon tea with Mrs Taylor/SLT member.
For demonstrating excellent behaviours, values, learning or attitudes	Recognise – celebration assembly	A celebration of achievement for those: working exceptionally, have achieved a goal or modelled a school value that week.
For rewarding children who are making the right choices on more than one occasion	Recognise – class reward	Children who are modelling good examples of behaviours. Class reward system to be decided by school council
Making the right choice	Comment with praise	Reaffirm positive behaviours and what the praise is for
Making the right choice	Notice	smile, thumbs up or positive comment

At Bradley Primary School, for the vast majority of our learners, a gentle reminder about behavioural expectations is all that is required. Occasionally, it is necessary for a child to leave the classroom for a short period of time; however, steps should always be followed with care and consideration, taking individual needs into account. Staff at Bradley consistently praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given time to consider their choices between steps.

### Steps for Managing and Modifying Poor Behaviour



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At Bradley Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour. As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language.

Learners are held responsible for their behaviour. Staff at Bradley do not shout and deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct:

1	Redirection	A nudge in the right direction – non-verbal
2	Remind	Quick reminder of class rule linked with values – let us be respectful to staff and other learners. Makes the child aware of their behaviour and the learner has a choice to do the right thing. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3	Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use clear but positive instruction, for example: ‘think carefully about your next step.’
	Last chance Discussion of actions - timeout	Speak to the pupil privately/quietly and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Consequence will follow, for example: moving to another table, complete learning at another time, see teacher for x minutes after class/during break.
	Time out Moving behaviour forward	Time out might be a short time away from the classroom with another class/TA/calm space. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. Reset classroom expectations and settle back in.



	<p>Repair</p>	<p>This might be a quick conversation at break-time in or out of the classroom or a more formal meeting. This structure is to address the behaviour and to move forward in a positive manner – looking at good behaviours the child has previously portrayed.</p>
	<p>Consequences</p>	<p>Impositions:</p> <ul style="list-style-type: none"> <li>• minutes of time missing break for in-class behaviour</li> <li>• minutes of time standing at designated area for in-playground behaviour</li> <li>• additional work to be completed at break time or that evening, countersigned by parent and returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher</li> </ul>
	<p>Follow-up</p>	<p>If a child has two incidents in a week requiring reflection, the class teacher must inform the parents. If a child has three or more incidents in a week requiring reflection, a face-to face meeting between the teacher and parents/carers will be arranged.</p> <p>A member of SLT may be invited if teacher feels that is appropriate.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher,</p>



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		child and member of SLT. The parent will be invited where it is deemed appropriate
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### **Recording**

All members of staff are trained to use CPOMs to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

Verbal incidents

Physical incidents

Damage to property

Repeated defiance

Persistent Low-Level Disruption

### **Communication and parental partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility. Teachers will be responsible for reporting any early warning signs for behaviour and safety to SLT so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with parents and carers. SLT, the Parent liaison officer and the class teacher will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will explore other actions including advice from other services and agencies should there be a need for support within the home environment.

### **Behaviour at playtimes:**

At playtimes the staff on duty should deal with issues. Teachers should refer to the behaviour ladder to deal with any incidents. If the actions of the child needs additional reflection, they should be referred to the behaviour lead/member of SLT.

### **Behaviour during lunchtime:**

We expect behaviour at lunchtimes to match behaviour at break time and that in classroom situations. There is to be no tolerance for negative behaviours and if



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these situations occur, the child will be sent to the lunchtime supervisor or a member of SLT who will follow the behaviour ladder steps.

### **Safeguarding children**

The available evidence on the extent of abuse among disabled children suggests that they are at increased risk of abuse and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect. Staff need to be aware that changes in presenting behaviours could be an indication that a child has been subject to abuse. Where a disabled child has communication impairments or learning disabilities, attention should be paid to communication needs and to ascertaining the child's perception of events and his or her wishes and feelings. Staff should be aware of non-verbal communication systems and should know how to contact suitable interpreters or facilitators. Professionals should not make assumptions about the inability of a disabled child to share their information about their concerns. If staff believe that presenting behaviours might indicate that a child has been subject to abuse then they should immediately inform the school's designated safeguarding lead (for additional information, refer to the school's safeguarding policy).

### **Children with Social, Emotional and Mental Health Needs**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil. The SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Children who struggle to manage behaviour are provided with personalised behaviour and learning systems. This will be tailored specifically to the needs to the child. The children meet with the designated adult to report success and reflect on the day. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for



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that child. We will work with parents to create the plan and review it on a regular basis.

### **Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child on child sexual abuse and discrimination are detailed in the Safeguarding Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

### **Serious Incidents**

These are dealt with depending on the age and needs of the children involved, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying;
- Any discriminatory comments or actions that attack the protected characteristics;
- Physically striking a member of the school

Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

### **Fixed Term Exclusions Bradley Primary School**

We believe that in the majority of cases, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may



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take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. It is expected that on their return to school they will be welcomed and treated without any resentment or further consequence.

### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. The governors of Bradley Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

### **Key Points**

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school.
- Teachers can confiscate pupils' property.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.



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- Staff have a legal duty of care to protect all pupils and staff, which may mean a need to physically intervene (DFE – use of reasonable force July 2013)

(Taken from the DFE guidance – behaviour and discipline)

### **Confiscation of inappropriate items**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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
- electronic devices
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Bullying**

At Bradley Primary School, we aim for all pupils to learn in a supportive, caring and safe environment without fear of being bullied.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and is not fair. Bullying will be addressed to enable everyone to fully benefit from the opportunities available at this school. We foster a Positive Behaviour environment for our children; there are many different rewards for good behaviour and working hard.



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The purpose of this policy is to provide clear guidelines to all staff, governors and parents about the consequences that are in place to deal with bullying issues.

Bullying is defined as action taken by one or more individuals with the deliberate intention of hurting another, either physically, or emotionally (to make another feel small, lose confidence or feel anxiety.)

Bullying is deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist/homophobic remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber bullying including through social media and text messages

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils will be encouraged to report bullying.

All school staff should be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

### **Dealing with Bullying**

The following steps will be taken when dealing with incidents of bullying:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Head Teacher
- the Head Teacher will interview all concerned and will record the incident
- class teachers and year group staff will be kept informed
- parents will be kept informed
- consequences for the bully's actions will be used as appropriate and in consultation with all parties concerned.

**Pupils who have been bullied will be supported by the school:**





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- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

### **Pupils who have bullied will be helped by the school:**

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil.

### **The following disciplinary steps for pupils can be taken:**

- reminders of school rules - what these rules mean and how their behaviour does not comply with these rules.
- restorative conversations
- exclusion from certain areas of school premises
- staff discussion with parents
- minor fixed term exclusion
- major fixed term exclusion
- permanent exclusion.

### **Staff who have been bullied will be supported by the school**

- reassuring the staff member
- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- offering continuous support
- restoring self-esteem and confidence.

### **Staff who have bullied will be helped by the school**

- discussing what happened
- discovering why the situation arose
- establishing the wrong doing and need to change

### **The following disciplinary steps for staff can be taken**

- issues discussed with the Head and/or Chair of Governors
- official warnings to cease offending with the Head



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- official warnings to cease offending with the Chair of Governors
- official grievance/disciplinary formal procedure

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in SMSC, school rules, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### **Monitoring, Evaluation and Review**

The school will review this policy every 2 years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.



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