



Bradley Primary School

## **Behaviour Policy**

March 2025

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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. It echoes our core values with a heavy emphasis on respectful behaviour 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 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;

**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 willing to be reflective to change behaviours
- Respect the school rules
- Learn to work cooperatively
- Be motivated to demonstrate good behaviours

**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
- 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:

- ✓ A 'Bradley Brilliance Award' display, with a focus on our school values Ambition, Belief, Communication
- ✓ Bradley Brilliance winners receive a reward at the end of the term with the HT
- ✓ A weekly Celebration Assembly to recognise those children working hard, who have achieved a goal or who have modelled a school value that week.
- ✓ Recognition in class for children modelling good examples of behaviour.

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

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.

1	Redirection	A gesture, look or verbal reminder of what the child should be doing. Child given a choice to do the right thing. Follow with praise.
2	Caution	A private, clear warning about inappropriate behaviour and setting out the consequences if behaviour continues
3	Last Chance	Speak to the pupil – offer last chance to make the right choice. Remind of consequences
4	Consequences	<ul style="list-style-type: none"> <li>• Time out – opposite class or calm space</li> <li>• Missing break time either in class or with the adult on duty</li> <li>• Work completed at break time or at home</li> </ul> Persistent Poor Behaviour – <ul style="list-style-type: none"> <li>• Inform parents</li> <li>• Involve SLT</li> <li>• More formal meeting with parents</li> </ul>
5	Repair	Conversation to move forward in a positive manner – formal or informal

### Recording

- Where inappropriate behaviour is becoming more persistent or a serious incident occurs, staff to record on CPOMS
- A behaviour record can be used to communicate with parents and to gather information for involvement from outside agencies.

## **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. If the actions of the child need additional reflection, they should be referred to the class teacher/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 these situations occur, the child will be sent to the lunchtime supervisor or a member of SLT.

## **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 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

### **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 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.

### **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.

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:**

- 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
- in-school exclusion
- fixed term exclusion
- permanent exclusion.

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.