BROUGHAM PRIMARY SCHOOL

POSITIVE BEHAVIOUR & DISCIPLINE POLICY, PROCEDURES AND GUIDELINES

INTRODUCTION
This policy has been developed following consultation with staff, parents and pupils. It has been written in compliance with section 89 of the Education and Inspections Act 2006. The policy aims to produce a common and consistent response from all staff, creating an ethos of positive behaviour, self-discipline and cooperation within a safe, calm, orderly and positive environment whilst also giving clear guidelines to children. Its purpose is to ensure that every member of the school community feels valued and respected and that each child is treated fairly.

AIMS
- Create an environment where people feel safe and secure and children want to learn through calm and orderly classrooms and school environment.
- Set clear routines and expectations for the behaviour of pupils across all aspects of school life.
- To promote good relationships and help everyone to work together in an effective and supportive way.
- To ensure the safety and wellbeing of individual pupils, staff and visitors to the school.
- Encourage children to become positive, responsible and independent members of the school community whilst acquiring the necessary interests, attitudes, values and personal resources that they may become responsible citizens in a rapidly changing world.

APPROACH
- We believe that the most effective way of encouraging good behaviour is by providing the right emotional and physical environment for learning underpinned by clear and effective behaviour and attendance policies with clearly defined consequences that are applied fairly by all staff.
- All members of staff are expected to develop strong, supportive relationships with the pupils, and set good examples at all times whilst making sure that children adopt appropriate routines.
- By providing a high quality environment for learning and good behaviour for learning through a focus on positive praise.
- Pupils will be protected from self-inflicted abuse or injury.
- All staff will use positive approaches to building self-esteem, effective communication, praise, encouragement and strong links with the family.
- There are clear expectations for pupil behaviour in three Whole-School Rules.
- We will work with Parents, other schools, agencies, Adastra Academy and the LA to support Positive Behaviours.
It is recognised that motivation, praise and responsibility are effective tools in generating good behaviour and for those children who go ‘Over and above’. Staff use a variety of methods to motivate encourage children to work and behave appropriately, e.g.

- Praise / smiles
- Positive comment from an adult
- Phone call home
- Hot Chocolate Friday
- Stickers
- Recognition Board
- ‘Over and Above’ charts
- “Quick” note home to parents/ carers
- Golden Time (Special Time for Nursery)

In addition to the above we have termly winners of the House points who receive a treat.

GOLDEN TIME
To help pupils see the longer-term benefits of good citizenship we have devised and set up a Reward structure that acknowledges good behaviours, attitudes and work ethics. Every half term pupils can choose from a range of activities at the beginning of each half term and work towards their “Golden Time” on Friday afternoon. Children are given 30 minutes Golden Time and all or part of this time can be withdrawn to complete work or make up for lost time due to unacceptable behaviour. Children will be able to earn lost time back.

It is expected that the activities have a learning value both academically and socially, and can include games, computers, Art, Sport etc in their own classroom or with pupils in other classrooms.

HOUSE POINT SYSTEM
- The whole school is divided into four House Groups. Each group has a full cross-section of children from the whole school.
- House points are awarded for punctuality, attendance, wearing of uniform and completion of homework.
- House points are given in the form of counters and collected in clear tubes.
- The houses are Mars (red), Neptune (blue), Venus (green) and Jupiter (yellow).

PRAISE ACHIEVEMENT & ATTENDANCE ASSEMBLY
Our School has developed a weekly Assembly where achievement from every class is celebrated. Pupils and teachers can nominate a piece of work to become ‘Golden Work’ for sharing with the school in Assembly. Good attendance is rewarded. A cup is presented and attendance displayed allowing classes to compete against each other. Good attendance is rewarded with "money" for the class piggy bank. Pupils who have dined on the ‘Golden Table’ each Friday are also recognised within this assembly.
WHOLE SCHOOL CONSEQUENCES:

‘Ordinary’ consequences are those for minor misdemeanors in class or around school

‘Severe’ misdemeanors include: bullying, physical aggression, leaving premises, destroying property / belongings

NB The certainty of a sanction is more important than the severity.

Sanctions are more likely to promote positive behaviour if pupils see them as fair. When applying a sanction or sanctions, staff should always take care that they:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- avoid whole group sanctions that punish the innocent as well as the guilty;
- (wherever possible) use sanctions that are a logical consequence of the pupil’s inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- (when appropriate) use sanctions to put right harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used) and that they attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.
ORDINARY CONSEQUENCES:

Reception, KS1 and KS2

- **Verbal Warning** - Rule reminder
  Child to be made aware of rule that has been broken and given a choice to either follow the rule or move to the next consequence.

- **30 Second Intervention** –
  
  *I noticed you are……*
  
  *It was the rule about…*
  
  *You have chosen to… (Consequence or see teacher in own time)*
  
  *‘Positive behaviour comment’ that is what I need to see from you today*
  
  *Thank you for listening*

- If child continues with behaviour following 30 second intervention they will be asked to leave the classroom and go to a neighbouring classroom to work (Time out) or Think spot inside classroom.

**Preschool and Nursery**

1st Consequence  Warnings (up to 2)

2nd Consequence  Child is put on a “think spot” and are expected to explain (with support if necessary) why they have been placed there.

3rd Consequence  Red Card. If a child goes on to the Think Spot twice they receive a red card and go to partner class. This is also used for inappropriate language or refusing an adult.

SEVERE CONSEQUENCES

(The selection of a severe consequence to be decided with staff member and SLT)

Sent to Head teacher or member of SLT (SG, TH, CT, KG, MB & GK)

Parents/carers contacted by phone or letter

Loss of attendance on school trip

Time out (see below)

Fixed term exclusion OR internal exclusion within school or placed for a day in a neighboring school.

Permanent exclusion

After-school Detention
(Detention to be issued by staff member after discussion with Team Leader).

TIME OUT

The school has a statutory power to remove pupils from the ordinary classroom environment for a period of time deemed appropriate to the safety of the other pupils (as well as the staff) of the class and the ordered continuation of lessons. This “withdrawal” to work in another area/space within school (known as ‘Time Out’) means that the relevant pupil will work with his/her assigned member of staff on work set by the teacher and usually lose breaks as part of the sanction.
A ‘Time Out’ period will usually be the result of a pupil’s violence towards staff or other pupils but may be the result of any behaviour deemed to threaten the safety of pupils or staff and/or the ordered continuation of learning in the classroom.

**DETENTION**
School staff have a statutory power to put pupils in detention after school sessions.

Detentions are lawful if:
- pupils and parents have been informed that the school uses detentions as a sanction and
- the school gives parents 24 hours notice of detentions which are to be held outside of school hours.

In Brougham School we try whenever possible to apply sanctions on the same day a misdemeanor has taken place. Because of this we ask parents that if a pupil is to have detention it should be carried out on the day of the misdemeanor. We will telephone parents and inform them that a detention is to take place. If a parent does not wish detention to place that day then a suitable alternative time will be sought.

N.B Detentions to last no longer than 20 minutes

**PREVENTION AND DE-ESCALATION**
The most successful way to deal with any potentially difficult situation is to plan alternative strategies, to avoid occurrences of unacceptable behaviour.

Individual pupils who present a challenge should have individualised strategies for responding to incidents of violence and aggression and where appropriate should include directions for using physical interventions – Individual Behaviour and if necessary Risk Assessment.

Staff and parents should agree this management plan and a copy placed in the pupil’s file and sent to parents. It is the class teacher’s responsibility to ensure all adults working with the pupil are familiar with the management programme. Staff should recognise that incidents are rare and that an identification of pupils and specific situations can encourage positive management and ensure that these incidents remain rare.

The following strategies may be helpful in diffusing a potentially difficult situations.
- Avoid confrontation. Maintain a calm manner and speak slowly and quietly. Be aware of your body language, adopt non-threatening posture.
- Keep your distance. Try to maintain a distance of at least one metre between you and the pupil and avoid speedy movements.
- Avoid physical contact. This may irritate or annoy the pupil.
- Respond in a non-violent manner. If the pupil grabs your clothing or touches you, a calm response is essential. Simple slow movements can be very effective.

**PHYSICAL INTERVENTION/POSITIVE HANDLING:**

In extreme cases trained school staff have a statutory power to use physical intervention:
- to prevent pupils from hurting themselves or others
- to prevent from damage property and
- to prevent a pupil from causing disorder or committing a criminal offence.

Schools CANNOT use force as a punishment.
In accordance with DfE statutory requirements, which state that:

“There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.” (part two, page 27, para 108)


In Brougham Primary School we follow the principles of the Team Teach approach to behaviour management. The Headteacher has authorised all teaching staff (including Teaching Assistants) who have up-to-date training, to use physical intervention. This must be within the guidelines of the Team teach approach.

Physical intervention should be avoided wherever possible and should at no time be used as a threat or punishment to the pupil. On occasions staff may be required to physically intervene to prevent pupils from threatening the safety of themselves or others, damage to property, pupils from committing a criminal offence and/or to prevent a pupil from causing disorder within a classroom or the wider school (including school premises).

Physical intervention should be used rarely and only as a last resort when all other courses of action have failed.

If physical intervention is necessary it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly. Parents or Carers will be informed as soon as practically possible in each and every instance (unless they have otherwise requested).

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or damage to property, then she/he should:

1. give clear instructions, warning the pupil of the consequences of failure to comply and
2. remain calm throughout, explaining to the pupil that they are unable to allow them to damage or hurt others, and once they have calmed down and are no longer posing a threat, they will be able to cease the intervention and
3. summon another member of staff, a solitary person is in a very exposed position. A second member of staff may be able to reduce the risk of the initial member of staff suffering bodily harm. There will also be a witness if the pupil or parents/carers subsequently make allegations of assault.

When using physical intervention the following principles should be observed:

• Staff should clearly understand under which circumstances it is acceptable and that it should not
be used as punishment.

- The pupil, as far as age and emotional state permit, should be made fully aware of the significance and implications of his/her behaviour and be warned orally that unless he/she conforms physical intervention will be applied.

- It must not be used in an oppressive, intimidating, bullying manner, to threaten or cause harm. Only the necessary minimum force, to prevent injury or damage, should be used.

- Staff should be aware of their own feelings and how they may affect the situation, i.e. staff should avoid restraining a pupil out of feelings of anger.

- Central concern must be to return to normal as quickly as possible.

- All incidents requiring physical intervention should be reported to a senior member of staff and recorded as soon as possible after the incident on the relevant school’s own Incident Report Form/s which are reviewed/updated on a termly basis.

Team-Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.

USE OF SAFE SPACES:
The Safe Space is to support pupil safeguarding. The ‘Safe Space’ is a place in school which can be used as a quiet location for pupils. Pupils may use this location if they are distressed or in crisis or to avoid a crisis situation. All class staff should always be made aware if a pupil from their class is using the Safe Space.

Important definitions:
- Deprivation of liberty: being physically prevented from free movement.
- Seclusion: being forced to spend time alone against your will (requires statutory powers other than in an emergency).
- Time out: restricting positive reinforcement as part of a planned behavioural programme (requires written agreed plan – Behaviour Plan)
- Withdrawal: extended removal from a situation as part of a planned behaviour intervention programme and with support for the continuation of work.

**Deprivation of liberty**, “...may occur only if there is continual supervision...” and if it is applied in order to avoid what is deemed to be “...an extremely hazardous situation...” – ADVANCED TEAM TEACH TUTOR MANUAL – 2018.

NB: If a pupil is closed within The Safe Space (even when this does not fall under the above definition of deprivation liberty) then a member of staff must continue to supervise that pupil at all times. The member of staff supervising must monitor the child and intervene if the child is self-harming.

Review:
It is important following any incident that every effort is made to discuss what happened and why. An opportunity for this is included in the Incident Report which will be completed following the use of Team Teach and/or the Safe Space.

Support will be needed to focus on the staff and pupil directly involved, to discuss what provoked the incident. It is important that the pupil faces up to the problem and its consequences and is helped to realise that a more positive and acceptable approach could have been adopted and therefore an opportunity for pupil reflection is built into the incident report form.
It is important for staff to reflect on the incident and their own management.

**Behaviour Plans, Care and Well-Being Plans and Risk Assessments**
Where the behaviour of a pupil is causing concern then a Behaviour Management Plan should be written and all those working with the pupil made aware of the plan (and if possible be part of the plan’s production). Where necessary all staff may be involved in compiling a Plan.

A copy of the Plan is kept in the Behaviour Management Folder in the SLT’s office and in pupils’ files. Behaviour Plans and Care and Well-Being Plans are reviewed continually and amended wherever and whenever necessary.

If it is considered that a pupil is a persistent danger to him/herself, others or property by means of a specific and/or repeated pattern of behaviour, then a personal risk assessment (PRA) will be carried out and recorded appropriately. It is the class teachers’ responsibility to bring PRA’s to the attention of all staff who work with that pupil. PRA’s are then used to inform a pupil’s Behaviour Plan.

**PUPILS LEAVING SCHOOL GROUNDS:**
If pupils leave school property when they are angry or distressed then our general policy is not to follow them. If children are distressed and they are followed then they may run onto nearby roads or place themselves in other danger without thinking.

Action will only be taken to intercept a child who has absconded if it is deemed to be absolutely safe and/or if it is to prevent an even greater danger than would be presented by allowing the child free movement off school premises.

Experience has shown that on most occasions children will return to the school grounds of their own accord. If a child leaves the school grounds and a member of staff observes this then he/she will continue to observe the pupil if at all possible.

The class teacher (or staff member responsible for the pupil at that time) is responsible for alerting SLT that the child has absconded by sending a RED TRIANGLE to either a neighbouring class or SLT offices. The first member of staff to attend must begin to either observe the absconded child or release class teacher to do so. The observer is then responsible for ensuring that SLT are kept informed if a child moves away from the perimeter and can no longer be observed.

If a child moves away from the school perimeter and staff can no longer monitor their whereabouts then it is the school’s policy to immediately inform the local police and the parents/carers of the situation. This will be done by a member of staff and the oversight will be the responsibility of the class teacher.
NB. In the highly unlikely event of a younger child and/or a child with severe learning difficulties leaves the school grounds then staff will take immediate steps to ensure that they are brought safely back onto the premises.

**CONFISCATION (INCLUDING RETENTION AND DISPOSAL) OF INAPPROPRIATE ITEMS**

- Schools can include confiscation of pupils’ property as a disciplinary sanction in their behaviour policy.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils’ property.

Brougham School Staff may confiscate items if:

- an item poses a threat to others;
- an item poses a threat to good order and/or learning;
- an item is against school uniform rules;
- an item poses a health or safety threat;
- an item which is counter to the ethos of the school: for example material which might cause tension between one community and another or
- it is illegal for a child to possess such an item.

**What to do with Confiscated Items**

Staff should keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. A message should be sent home to parents/carers inform them that an item has been confiscated and why as well as how the item may be returned.

Pupils have a right to expect that confiscated items (especially those of monetary or emotional value) will be stored safely until they can be returned. Items of obvious value should be appropriately stored (for example, in a safe, the secretary’s office, or the head teacher’s office). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several pupils staff should take care to ensure that they are clear which item belongs to which pupil. There may be some instances when the school chooses not to return an item to the pupil:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item;

- Items of value which the pupil should not have brought to school or has misused in some way should be stored safely in school until a responsible family adult can come to retrieve them.

- other items which the pupil should not have had in their possession – particularly of an unlawful or hazardous nature – may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place.
and the reasons for such action.

**Searching Pupils for Weapons, Drugs and Other Dangerous Materials**
Legislation allows the Head Teacher and named staff to search pupils for weapons, drugs or other dangerous materials. It is the policy of Brougham School that those nominated to authorise a search are the head teacher and/or one of the two members of SLT. The person authorising the search must be present during the search along with at least one other member of staff nominated by the SLT. A search such as this can only be carried out with the compliance and co-operation of the pupil. If deemed necessary and appropriate (before, during or after the search) parents will be informed. If the pupil does not consent to the search then the police will be called to carry out the search in which case, parents will be informed.

**CONDUCT OF PUPILS OUTSIDE THE SCHOOL GATES**
If necessary the school will discipline pupils for misbehaving when the pupil is:
- Taking part in a school related activity
- Travelling to or from school
- Wearing a school uniform or is clearly a member of this school

This is when the behaviour:
- Could have repercussions of running the school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

**PARENTS**
The school collaborates actively with parents so that children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child’s welfare or behaviour. If a teacher has concerns or queries about a child they may talk to parents at any time on an informal basis.

**BULLYING**
Brougham Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively and anyone who knows that bullying is happening is expected to tell the staff.

Our aim is to reduce and also prevent incidents of bullying taking place. Where incidents of bullying do occur our aim is to offer guidance and support to children, parents and staff on how to deal with it fairly, consistently and in partnership.

Definitions Bullying is the use of aggression with the intention of hurting another person and which results in pain and/or serious distress to the victim.
Bullying can be:
- Emotional (being unfriendly, excluding, tormenting, threatening gestures);
- Physical (pushing, kicking, hitting, punching or any use of violence);
- Racist (racial taunts, graffiti, gestures);
- Sexual (unwanted physical contact or sexually abusive comments);
- Homophobic (focussing on the issue of sexuality);
• Verbal (name-calling, sarcasm, spreading rumours, teasing) and/or
• Cyber (Internet/E-mail, chat room misuse, mobile threats and misuse of camera/video.

Objectives of this School’s Policy with Regard to Bullying
• All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
• All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
• All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
• As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
• Bullying will not be tolerated. Possible Signs and Symptoms of Bullying A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
  • is frightened of walking to or from school;
  • begs to be driven to school;
  • changes their usual routine;
  • is unwilling to go to school (school phobic);
  • begins to truant;
  • becomes withdrawn anxious, or lacking in confidence;
  • starts stammering;
  • attempts or threatens suicide or runs away;
  • cries themselves to sleep at night or has nightmares; • feels ill in the morning;
  • begins to do poorly in school work;
  • comes home with clothes torn or books damaged;
  • has possessions which are damaged or "go missing";
  • asks for money or starts stealing money (to pay bully);
  • has dinner or other monies continually "lost";
  • has unexplained cuts or bruises;
  • comes home starving (money / lunch has been stolen);
  • becomes aggressive, disruptive or unreasonable;
  • is bullying other children or siblings;
  • stops eating;
  • is frightened to say what’s wrong;
  • gives improbable excuses for any of the above;
  • is afraid to use the Internet or mobile phone and/or
  • is nervous and jumpy when a cyber message is received.

All children must be involved in our anti-bullying policy to ensure that:
• action is taken when someone is bullied
• children know to inform an adult if they are being bullied, or if they suspect that someone else is being bullied
• children do not tolerate bullies in the same social group

The role of the Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from school. The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the policy.
The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Headteacher and asks him to conduct an investigation and report back.

**The role of the Headteacher**

The Headteacher implements the school anti-bullying policy and ensures that all staff are aware of the policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the policy. The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour. The Headteacher ensures that staff receive sufficient training to be equipped to deal with all incidents of bullying.

**The role of the teacher**

Teachers keep records of all incidents that happen in their class and those that they are aware of in school. Teachers do all they can to support the child who is being bullied and all incidents of bullying are investigated and reported to the Headteacher. If children report bullying they should be listened to, their complaint taken seriously and enquiries made. Teachers attempt to support all children in their class and establish a climate of trust and respect for all.

**Procedures with Regard to a Report of Bullying**

1. Report bullying incidents to staff.
2. In cases of serious bullying, the teacher completes a proforma to report the incident, discussions are held and action taken, both victim and bully are asked to provide written accounts and Headteacher to be informed.
3. In serious cases parents should be informed and will be asked to come into school to discuss the problem;
4. If a parent reports bullying then a proforma is completed and the above steps are followed.
5. All proformas are brought tp SLT.
6. If necessary and appropriate, police will be consulted.
7. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
8. An attempt will be made to help the bully/bullies change their behaviour and copy of the report to be placed on the child’s file.

**Outcomes**

1) The bully/bullies may be asked to genuinely apologise and additional consequences may also be appropriate.
2) In serious cases, suspension or even exclusion will be considered.
3) If possible, the pupils will be reconciled.
4) After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.


APPENDIX 1: Behaviour Information on a Page

APPENDIX 2: Bullying Proforma

Review Spring 2020