



Behaviour Policy

March 2024

Baines Endowed VC Primary School Behaviour Policy

1 Statement of Principles

It is our aim, at Baines Endowed VC School, that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and cared for.

2 Context

This policy should be read in conjunction with the policies listed below :-

- Health and Safety Policy
- Attendance Policy
- Safeguarding Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Home School Agreement
- Special Educational Needs Policy
- PSHE Policy
- E-Safety Policy

As a Trauma Informed school we actively seek to minimise the risk of situations that add to the pupils' traumatic experiences. This might be done by explicitly teaching pupils about coping strategies, emotional coaching and the Pastoral Support system.

3 Classroom Management

Our Behaviour Policy is really a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

The policy aims to help children grow in a safe and caring environment and to become positive, responsible and increasingly independent members of the school community.

Consistency

Staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school and the children know the rewards and sanctions that are in place. All children are treated fairly and equally by the staff and we follow the same rules throughout the school to ensure this consistency for all.

In this school we have agreed that all staff will use:

- 1,2,3 to stop the children
 - 1 - Stop what you are doing
 - 2 - Equipment down
 - 3 - Eyes on me
- When the staff speak, the children should be listening. We follow SLANT, which **must** be displayed in all classrooms:
 - Sit up straight
 - Listening and looking at the staff teaching
 - All equipment down
 - No interruptions
 - Track and give eye contact to the person speaking
- All staff **must** be in the doorways of the classroom and the corridor/outside in the morning, at break times and after lunchtime to ensure that activity on the corridor/outside and in the classroom can be observed. No children must be allowed in the classroom until they are ready to learn. If they are continuing disagreements or conversations, they **must** stand with the teacher until they are ready. A comment such as 'You are not ready to enter the classroom yet, stand by me, thank you' should be used.
- All KS2 children **must** be collected from the playground on time. The children will line up when the whistle is blown and then **must** walk in behind the staff member.
- All classes **must** have a quiet activity to complete when they enter their classroom in the morning and after break and lunchtime to ensure that they are calm before lessons commence.
- Any children playing football **must** be placed in teams and wear bibs for football day. The football **must** not go out before 12.30pm. There will be **no** trading of teams afterwards by the children, so

that staff can establish how well teams play together. If they do not follow the rules, football for that class will be stopped the following week.

Choice

Children are taught to take ownership of their behaviour and to understand the importance of choice. We aim to help them realise that they own their own behaviour and they choose how to behave.

Curriculum

The importance of an appropriate curriculum is crucial. We use adaptive teaching, realising the frustration that can be caused when work is too hard or too easy for a child. Learning needs to be fun and we believe in a creative curriculum that caters for all children's needs and differing skills. The importance of developing children's social and emotional skills is seen as crucial to promoting good self discipline.

Examples of this are as follows :-

- Use of the Pastoral Lead
- Differing Group work
- Calm learning environment for appropriate activities
- Catering for different learning styles
- Good communication with parents
- Modelling good behaviour between members of staff
- Consistent School rules
- Positive reinforcement
- Use of Circle Time
- Random Acts of Kindness

4 Rules

At Baines Endowed VC School, we set high standards and apply rules firmly. Relationships are vital between everyone at every level.

We believe one should:-

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate
- Be kind

School has established a set of three rules:

Be Ready

Be Respectful

Be Safe.

The rules should apply at all times throughout the day and apply to behaviour. These rules are displayed in the corridors and the classrooms for all to see and are referred to regularly.

5 Rewards

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour.

We praise and reward children for good behaviour in a variety of ways :-

- Teachers congratulate children and provide constant praise as a way to encourage appropriate behaviour. Effective praise should be personal and genuine and include the child's name.
- Teachers give out team points. In school we have four house teams. We use a house point system where we distribute rewards for consistent good work. The House with the most points at the end of the week is celebrated and each child in the winning House at the end of the year receives an ice cream.
- Every week, we nominate two children to receive the Merit Certificate in assembly on a Friday where their families are invited to join us.
- Each class has a reward system which is underpinned by rewarding positive behaviours– dojos, Baines Star cards, Recognition Board, Teacher Versus Class, Secret Student etc... Sanctions may include – missed playtimes etc... This will be used for behaviour in KS1 and KS2.
- The Headteacher awards a child with a certificate related to the school rules most weeks in Friday Merit Assembly.
- Children are rewarded every week with a kindness certificate if their name is pulled out of the post box and at the end of every half term, these children attend the kindness café.

However, the list above is only an example and rewards may have to change to continually re-motivate children.

6 Sanctions

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- If pupils do not follow the rules they should be dealt with calmly and quietly. Consequences should be presented to the child as a choice. This places the responsibility for the inappropriate behaviour

on the child. To be effective, consequences should be consistent. When a negative comment or sanction is necessary, the concentration should be placed on the behaviour of the child rather than the child as a person.

- We expect children to listen carefully to instructions in lessons. If they do not, we ask them either to move to a place nearer the teacher or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to complete the task again or complete it in their own time.
- If children are deemed to be unsafe at lunchtime, they will be sent to the Lunchtime Room, which will be manned by one of the teaching staff, where the children will have time to reflect on their behaviour choices.

Other sanctions we may employ include :-

- Discussion with the child
- Missing a playtime
- Remaining in the classroom with a member of staff
- Notification on the Dojo System
- Behaviour charts
- Visiting one of our Assistant Heads
- Visiting the Head's Office for a playtime or part of a playtime in order to quietly reflect on their actions
- Not representing the school at Inter-School events

Sanctions – Conduct outside the school gates

Where behaviour is inappropriate when a pupil is :-

- Taking part in any school-organised or school related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil of the school.

Or where the above does not apply, but the inappropriate behaviour:-

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Exclusion

It may be necessary to exclude a child from Baines Endowed VC School, although we firmly believe that this should only be carried out if all other sanctions have not worked or if members of the school community are being verbally or physically attacked.

The decision to exclude is taken by the Headteacher and this may be for a fixed term or a permanent exclusion. The Headteacher will take into account the circumstances, evidence available and the need to balance the interest of the pupil against those of the whole school community. The following are examples of behaviour which will not be tolerated and may warrant possible exclusion:-

- Extreme or violent physical abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.
- Persistent verbal abuse

Parents have the right to make representations to the Governing Body (or Discipline Committee) about an exclusion and the Governing Body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a Governing Body upholds a permanent exclusion, parents have the right to appeal the decision to an Independent Review Panel.

Criminal Law:-

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1967, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed, they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

7 Lunchtime

At lunchtime, the same behaviour of the children will be expected. The children will be rewarded with Dojos and team points as well as stickers. In order to promote positive behavior at lunchtime, games are encouraged, Playground Pals and Anti-Bullying Ambassadors are available for the children and a quiet area has been initiated in both Key Stages for those who need such a space.

8 Preventing Bullying

We believe that every child has the right to be safe and to feel safe. We take bullying very seriously.

Bullying can be:

- Physical – hitting, kicking, taking belongings
- Verbal - name calling, insults, racist, sexist or homophobic, biphobic or transphobic comments
- Indirect - spreading nasty stories and rumours, excluding and isolating, gestures and signs, sending malicious e-mails, text messages or images or inappropriate use of social media, threatening others to act in a particular way.
- Continued exclusion of one child from a group of children.
- Virtual – can be carried out by some technologies ie cyber bullying.
- Prejudice-based bullying – a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, for example in relation to issues of care, parental occupation, poverty and social class and sexual orientation and identity.

Procedures for recording and reporting bullying behaviour

Anti-bullying ambassadors are present in both Key Stages during breaks and lunchtimes.

All children should try, where possible, to report any incident of bullying to their class teacher.

If a child is unable to report an incident of bullying to their own class teacher, then the child should try to take their concerns to their nominated Key Teacher.

However, if the children are unable to approach other staff, then they would be able to speak to our Pastoral Lead, Mrs Cheryl Davidson.

If a child is not confident to report a bullying incident to any of the above members of staff, then parents are encouraged to come into school and discuss any incident with his/her class teacher. The staff are trained to listen to the concerns of both parents and children.

Children or parents can also report any incidents through 'Whisper' which is an online service available through our website. Incidents can be reported anonymously on here if necessary. These reports will be flagged up by the Deputy Head teacher within 24 hours.

Any incident occurring at lunchtime will be dealt with by welfare staff, but they will then report all such incidents to the individual class teacher.

Children will be reminded of these procedures on a regular basis through assembly times and through PSHE lessons.

Procedures for dealing with incidents including follow up

The teacher will then log any bullying incidents on CPOMS, which will then be sent to the DSL, Mrs Gill Finney and Deputy DSLs, Mrs Cheryl Davidson and the Assistant Headteachers. This monitoring will allow the DSLs to discuss these and act accordingly as well as allow issues to be reported to appropriate meetings eg staff meetings and Governors meetings.

Minor incidents will be dealt with in school and appropriate sanctions given following the Behaviour and Discipline Policy. Parents will not be informed of action at this stage, but they do have the right to contact school at any time to find out the outcome of the situation.

Major incidents will be reported to the Headteacher and dealt with in school, where appropriate sanctions will be given following the Behaviour and Discipline Policy. Parents will be informed of any action taken.

Where incidents have been reported to parents, there will be a follow up within the next few weeks where the DSL/Deputy DSLs or the class teacher will speak to the parents involved either through a meeting or on the telephone to ensure that there have been no repeat incidents and that the child is happy in school.

Any incident involving a Baines pupil occurring outside school, which is then reported to a member of staff in school, will be investigated and parents will be informed.

Support, mediation, sanctions

Our response will consist of

- Support for the person who has been bullied.
- Intervention work with the person who has been bullying.
- Appropriate sanctions in accordance with the Behaviour and Discipline Policy.
- Support and advice from External Agencies if necessary.

At all times, the self-esteem, health and wellbeing of all involved will be respected.

Preventive Measures

In order to prevent bullying occurring in our school, there will be the following preventive measures taken on a regular basis :-

- Discussion between staff and pupils formally through PSHE curriculum eg Circle time.
- Through the ethos of the school.
- Through assembly time.
- Through the use of the School Council.
- Through our Anti-Bullying Ambassadors
- Through our 'Kindness Counts' Ambassadors
- Through resilience strategies.

- Through an annual Friendship Day/Week
- Through challenging and changing bullying behaviour.
- By using outside agencies eg education welfare, education inclusion service.
- By site supervision.
- Through positive playtimes.
- Through positive displays
- Through the use of training for staff
- Through Random Acts of Kindness.

9 Child-on-Child abuse including sexualised abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age.

Baines Endowed has a **zero-tolerance approach to abuse**, including child-on-child abuse.

Baines Endowed will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](http://proceduresonline.com)

All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff are also able to recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL/Deputy DSLs if they have any concerns about child-on-child abuse

10 Confiscation of inappropriate items

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

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item.
2. Power to search without consent for 'prohibited items' including :-
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Pornographic images, including those on digital devices
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise, it is for the teacher to decide if and when to return an item, or whether to dispose of it.

11 Power to use reasonable force

Each member of staff has a duty of care towards all pupils and at times may need to prevent them from causing harm to themselves, property or others.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain, but never as a punishment. Many staff in school have been trained in Team Teach and this was renewed in Autumn 2022.

12 Pupil Support Systems

Challenging behaviour throughout school by all staff

We would expect all staff to respond to and challenge poor behaviour and inappropriate language inside and outside the classroom in shared areas.

Staff should use phrases such as :

What should you be doing now?

With younger children you may want to use a hand signal and the word 'stop'.

When engaged in conversation with a child, we acknowledge interruptions with the use of 'Yes, maybe' eg 'Yes maybe he has looked at you, but get on with your work. Thank you'. Staff would return to this issue after the learning has taken place, so that the children understand that the lesson will not be disrupted, but that the staff member acknowledges what has been said and wants to sort it out.

At all times, staff should make eye contact with the individual and use their name.

The role of the Class Teacher and Teaching Assistants

- It is the responsibility of the class teachers and teaching assistants to ensure that the school rules are enforced and that the children behave in a responsible manner during lesson time.
- The staff in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- The staff treat each child fairly, showing respect and understanding of individuals.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with the incidents themselves in the normal manner.

However, if the misbehaviour continues, the class teacher seeks help and advice from the Key Stage Leader, the Deputy Headteacher and then the Headteacher.

- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of the child with the LA's behaviour support service, Stepping Stones or a member of the SEND team in Lancashire.
- The class teacher reports to parents and carers about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Behavioural procedures may follow between home and school – for example a home school behaviour diary/chart. Dojo messaging is usually used for this.

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1988, to implement the School Behaviour Policy consistently throughout the school and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the School Governors have been notified.

The role of Parents and Carers

- The school collaborates effectively with parents and carers so that children receive consistent messages about how to behave at home and at school.
- The school explains the school rules in the school prospectus and we expect parents and carers to read and support them.
- The school expects parents and carers to support their child's learning and to cooperate with school, as set out in the Home-School Agreement. School tries to build a supportive dialogue between the home and the school and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Headteacher and then the Headteacher. Again if the concerns remain, they should then contact the School Governors.
If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day to day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

13 School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and /or disability. This is in accordance with the SEND Code of Practice. We recognise that a child with social, emotional and behavioural difficulties may require something additional or different, in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on the school SEND list. An Individual Behaviour Plan will be established in consultation with the child and their parents. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our Pastoral Lead and /or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular child.

Further information on the School's approach to inclusion is outlined in the Special Educational Needs and Disability Policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force.

14 Consultation, Monitoring and Evaluation

Our school is a community of Governors, teachers, teaching assistants, welfare staff, parents, pupils and other adults. It is the function of the school community, through a system of relationships, rewards, rules and sanctions to encourage and develop self discipline within our children.

Our policy has been developed in consultation with the school community. It will be monitored in accordance with the school's annual cycle of monitoring and evaluation shared with the Governing Body through the Headteacher's Report and School Record of Self Evaluation.

The policy will be reviewed annually with all staff at the start of the academic year and with mid-year reviews where monitoring indicates that this is required.

Following the annual review of the policy, parents will be advised of any adaptations or changes through the newsletter. The school newsletter and website will also be utilised to ensure the principles of the Behaviour Policy remain high profile for the whole school community.

15 Complaints Procedure

This section should be read in conjunction with the School's Complaint Procedure. A full copy is available from the school office.

In respect of this particular policy, it should be noted that:-

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is NOT for the member of staff to show that they have acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teachers and other Staff' guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing Bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that school provide appropriate pastoral care to all members of staff.

Reviewed September 2021

Reviewed September 2022

Reviewed May 2023

Reviewed February 2024

Reviewed March 2024

Signed _____ Headteacher

Signed _____ Chair of Governors

Working definition of trauma-informed practice

Gov.uk

Trauma

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being.

Working definition of trauma-informed practice

Realise that trauma can affect individuals, groups and communities

Trauma-informed practice is an approach to health and care interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological and social development.

Recognise the signs, symptoms and widespread impact of trauma

Trauma-informed practice aims to increase practitioners' awareness of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships with health and care services and their staff.

It aims to improve the accessibility and quality of services by creating culturally sensitive, safe services that people trust and want to use. It seeks to prepare practitioners to work in collaboration and partnership with people and empower them to make choices about their health and wellbeing.

Trauma-informed practice acknowledges the need to see beyond an individual's presenting behaviours and to ask, 'What does this person need?' rather than 'What is wrong with this person?'.

Prevent re-traumatisation

It seeks to avoid re-traumatisation which is the re-experiencing of thoughts, feelings or sensations experienced at the time of a traumatic event or circumstance in a person's past. Re-traumatisation is generally triggered by reminders of previous trauma which may or may not be potentially traumatic in themselves.

The purpose of trauma-informed practice is not to treat trauma-related difficulties, which is the role of trauma-specialist services and practitioners. Instead, it seeks to address the barriers that people affected by trauma can experience when accessing health and care services.

Key principles of trauma-informed practice

There are 6 principles of trauma-informed practice: safety, trust, choice, collaboration, empowerment and cultural consideration.

Safety

The physical, psychological and emotional safety of service users and staff is prioritised, by:

- people knowing they are safe or asking what they need to feel safe
- there being reasonable freedom from threat or harm
- attempting to prevent re-traumatisation
- putting policies, practices and safeguarding arrangements in place

Trustworthiness

Transparency exists in an organisation's policies and procedures, with the objective of building trust among staff, service users and the wider community, by:

- the organisation and staff explaining what they are doing and why
- the organisation and staff doing what they say they will do
- expectations being made clear and the organisation and staff not overpromising

Choice

Service users are supported in shared decision-making, choice and goal setting to determine the plan of action they need to heal and move forward, by:

- ensuring service users and staff have a voice in the decision-making process of the organisation and its services
- listening to the needs and wishes of service users and staff
- explaining choices clearly and transparently
- acknowledging that people who have experienced or are experiencing trauma may feel a lack of safety or control over the course of their life which can cause difficulties in developing trusting relationships

Collaboration

The value of staff and service user experience is recognised in overcoming challenges and improving the system as a whole, by:

- using formal and informal peer support and mutual self-help
- the organisation asking service users and staff what they need and collaboratively considering how these needs can be met
- focussing on working alongside and actively involving service users in the delivery of services

Empowerment

Efforts are made to share power and give service users and staff a strong voice in decision-making, at both individual and organisational level, by:

- validating feelings and concerns of staff and service users
- listening to what a person wants and needs
- supporting people to make decisions and take action
- acknowledging that people who have experienced or are experiencing trauma may feel powerless to control what happens to them, isolated by their experiences and have feelings of low self-worth