

## Broadfield Primary School

### Behaviour Policy September 2023

#### Rationale

At Broadfield Primary School we are committed to helping children and adults achieve more, and operate positive behaviour management strategies to promote the welfare, learning and enjoyment of children. We expect high standards of behaviour and conduct from children, staff and parents to ensure the safety and happiness of everybody at the school. Through a consistent, whole school approach to positive behaviour management, every child regardless of gender, race, culture, religion, ethnicity, age, disability, looked after or sexuality, will have the opportunity to achieve his/her potential.

(Equality Impact Assessment-Protected Characteristics) This Policy has been reviewed against equal opportunities legislation with regard to age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity and has no identified adverse impact (direct or indirect) on minority groups.

#### Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour including bullying and discrimination
- Outline the expectations and consequences of behaviour
- Outline how pupils are expected to behave

#### **Broadfield Primary School Values and Visions**

Whilst at Broadfield we will work hard to demonstrate the values of:

**Belief**

**Respect**

**Our community**

**Aspiration**

**Diversity**

**Friendship and kindness**

**Inclusion**

**Equality**

**Learning**

**Determination**

In line with our mission statement:

Review Needed September 2024



**Together we can achieve**

This policy should be read in conjunction with the following:

- Child protection and safeguarding policy
- Anti-Bullying
- Online safety policy
- RSE policy

## **Our School Expectations, Rights and Responsibilities**

### **Be Responsible**

- Look after and have pride in your school environment and equipment
- Wear your uniform properly and with pride (including for PE)
- Walk around school in a quiet and orderly manner keeping to the left hand side
- Listen and follow instructions the first time
- Always try your best

### **Be Respectful**

- Think before you speak and be kind, polite and helpful
- Keep hands and feet to yourself
- Keep slang out of the school. Use standard English
- Value and celebrate success; your own and that of others

### **Be Ready to learn**

- Come to school on time, every day
- Listen carefully and speak one at a time
- Take pride in the quality and presentation of your work
- Complete your homework to a high standard and hand it in on time
- Ask for help if you need it

On the carpet we:

- Sit nicely
- Keep our hands & feet to ourselves
- Listen carefully
- Speak one at a time

The expectations will be reviewed regularly and the school will ensure that new children are taught the rules and have a voice in devising a set of rules/expectations for the school.

### **School routines and classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating and calm environment that encourages pupils to be engaged

- Display the above school and classroom expectations in each classroom
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

Shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

### **Responding to good behaviour**

Rewards and praise are used to motivate our children.

The following rewards may be used at Broadfield:

- Verbal praise
- Claps and pats on the back
- Stickers for good work, effort and behaviour
- Smiley faces, merits and/or stars on good work
- Football bands
- 'Star of the Day'
- Class Dojos
- Dinnertime stickers – daily
- Postcards sent home at the end of each half term
- Good work shared with SLT
- Rewards assembly
- Newsletter, website and social media recognition

Class teachers can choose the reward systems that are appropriate for their class. The success of our policy depends on the consistency of approach by all staff.

### **Responding to misbehaviour**

We feel it is important to promote positive behaviour and encourage self-discipline. However, there may be times when a child's behaviour infringes on the rights of others. When applying consequences, we always bear in mind that reducing bad behaviour is a realistic aim, eliminating it completely is not and adhering to the following guidelines is good practice:

- The principles for positive behaviour apply at all times;
- The consequences follow if pupils choose to ignore the principles;
- The principles indicate clearly the behaviour desired;
- The consequences are progressive starting with a warning and then gradually more substantial for subsequent incidents;
- The consequences should never be meant to embarrass or humiliate a child;



- A guiding principle used throughout the school is to praise pupils for good behaviour. Thus, children are reminded in a positive way what behaviour is acceptable.

All staff should consider using de-escalation low level strategies when managing behavioural issues:

- Tactical ignoring
- The Look
- Humour (wisely used)
- Non-verbal signals
- Physical proximity
- Redirect to task
- Rule reminder
- Repeat instructions and expect compliance
- Clear and age appropriate language
- Monitor yourself to self-regulate

### Stages for managing negative behaviour

If a child chooses not to follow the school expectations the following consequences will be followed which are based on the traffic lights system. Each class should have displayed a laminated "Traffic light" that records behaviour. Serious and severe behaviour incidents are recorded on CPOMS.

At the start of each day all children should start on green regardless of the previous day's behaviour unless it is an incident that happens right at the end of the school day and then it is dealt with first thing the following morning.

1. If a child breaches an expectation they will be given a warning and encouraged to make the right choice.
2. If they don't heed the warning the child's name will then be moved to amber and reminded that they need to turn around their behaviour in order to move back to green. At this point children will be given the opportunity to have some 'time out'.
3. If a child's behaviour doesn't improve then their name will be moved up to **Red**.
4. Sometimes it will be necessary to send a child to another class for the rest of the lesson. Children must always have some work to do when sent to another class (ideally it should be the same work that is being done in class).

### Class links

Nursery	Reception 1
Reception 2	Beech
Larch	Chestnut
Willow	Sycamore
Maple	Oak
Woodlands	Elm
Ash	Willow

5. A child's name can be moved straight to red for severe behaviour.

If a child is on red at the end of the day, then they should miss playtime the following day; units will be expected to manage this on a daily basis.

If a child ends on red more than twice within a week the class teacher should have an informal meeting with the child's parents.

When a child requires a period of time out of class for inappropriate behaviour, a serious incident or to calm down the receiving teacher/adult should reinforce the concept of turning around their behaviour. Staff do not reinvestigate the incident as this can be a reinforcement of negative behaviour.

If the child's response continues to be inappropriate their behaviour will be discussed with the Unit Leader and an appropriate consequence will be given.

A member of SLT is involved as a last resort. However, in all cases when there is a health and safety issue, the child should be sent to a senior member of staff.

At all stages of this process, methods of restorative practice/restoration of relationships may be used throughout to ensure that pupils have an opportunity to discuss how others have been affected by their actions and a chance to apologise/explain and/or discuss others' feelings and a change in actions going forward.

### **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

At Broadfield, we will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meeting with the Pastoral Worker/Place 2Be/Learning Mentor
- Daily contact with the Pastoral Worker
- Use of teaching assistants



- Short term behaviour report cards
- Pastoral Support Plan
  
- Offers of mediation between children who have persistent behaviour challenges

### **Suspension and permanent exclusions**

Exclusion is used as a last resort or where behaviour has become so difficult that the health and safety of the child and others in the school is in jeopardy. The decision to suspend or exclude will be made by the principal and only as a last resort.

Exclusions will be carried out in accordance with LEA policy and Governors directive. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

Due to serious misbehavior circumstances, and only as a last resort, a child may be excluded from school trips.

Prior to the exclusion of a child these steps must be taken:

- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken

Consider Educational Psychologist and/or outside agencies

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. If the misbehaviour occurs at home the child's parent(s) will be spoken to.

### **Examples of negative behaviours**

#### **Low level**

- First refusal to follow instructions
- Toy fighting
- Interrupting
- Sulking-in a disrespectful or disruptive way
- Not listening
- Inappropriate noises
- Invading personal space but not threatening
- Lying
- Running in school
- Commenting on other people's consequences

#### **Medium level**

- Continual low level negative behaviour
- Disrespectful attitude
- Discriminatory comments
- Continual refusal to work
- Damaging property
- Throwing objects
- Swearing directly at others
- Leaving class
- Negative verbal comments

#### **High Level**

- Stealing
- Bullying
- Carrying weapons



- Continually making others feel unsafe
- Damaging the building
- Leaving the premises
- Physical aggression to others
- Biting/spitting

Racial/homophobic comments/abuse

### Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Being dishonest
- Hurting others

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Fighting and hurting with intent
- Use of inappropriate and offensive language including but not limited to swearing (in any language)

**Severe or criminal misbehaviour** is defined as:

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content:
- Vandalism
- Theft
- Fighting, including what may be perceived as self defence
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour (anything that is defined as a Protected Characteristic)
- Possession of any prohibited items. These are:

- Anything brought in from home
- Chewing and bubble gum
- Mobile phones including internet accessible smart watches
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers or a vape
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Bullying**

At Broadfield, we define bullying as behaviour which is deliberately hurtful, behaviour which is repeated over a period of time and behaviour which is difficult for victims to defend themselves against.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Bullying can take many forms. At Broadfield, we recognise there are different types of bullying:

1. Physical e.g. pushing, kicking, hitting, punching or any use of violence;
2. Emotional e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
3. Verbal e.g. name calling, insulting, making offensive remarks, sarcasm, spreading rumours and teasing.
4. Racist: racial taunts, gestures and making fun of someone's culture or religion. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
5. Homophobic or transgender remarks: gestures or remarks which negatively affect LGBT children or those children brought up in LGBT families.
6. Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
7. Prejudicial bullying: Bullying based on prejudices directed towards the Protected Characteristics or experiences.
8. Cyber e.g. inappropriate text messaging and emailing, email & internet gaming/chat room misuse; sending offensive or degrading images by phone or via the internet; mobile threats by text messaging & calls.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some children and young people have towards those who are different to themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted or looked after
- Pupils suffering from a health problem
- Pupils with additional needs
- Pupils with caring responsibilities
- Pupils from socioeconomically disadvantaged backgrounds

We recognise that bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Details of our school's approach to preventing and addressing bullying are set out in our Anti- Bullying Policy.

## Roles and responsibilities

### The Governing Body

The governing body is responsible for reviewing the policy in conjunction with the principal and monitoring the effectiveness of the policy.

### The Principal

The principal is responsible for the following:

- Reviewing and monitoring the policy with the governing body.
- Ensuring that all staff understand and demonstrate the school's core beliefs about behaviour.
- Ensuring that the school environment encourages positive behaviour by implementing rewards and sanctions fairly and consistently.
- Provide guidance, support and training for all staff.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour - to lead by example, role model the behaviours we expect from the children and to follow the school's expectations both within their own designated areas and around the school as a whole.
- Recognising and celebrating positive behaviour in corridors, playgrounds and the dining hall;
- Inform parents about good behaviour;
- Providing a personalised approach to children with specific behavioural needs.

Staff who find themselves experiencing any difficulties in managing their class or individual pupils are encouraged to seek advice as soon as possible. The Senior Leadership Team are committed to supporting all staff in areas related to the management of pupil behaviour.

### Parents

Parents are expected to:

- Support their child in adhering to the school's behaviour policy
- Discuss any behavioural concerns with the class teacher promptly.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

### Pupils

Pupils will be made aware of the following:

- The school expectations
- The expected standard of behaviour they should be displaying at school and the key routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

### School behaviour curriculum

School expectations are kept to an essential minimum. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a safe, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to pay a contribution.

Each classroom will display our classroom rules or charters which can be understood by all.

Teachers will discuss and talk about the expectations with their class on a regular basis but always at the beginning of a half-term. These expectations are reinforced in assemblies and at other opportunities such as in PSHE lessons.

### **Safeguarding**

Broadfield recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

All distressed behaviour is communicating an unmet need

For the individual the behaviour is a solution, not a problem

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils.

Restraint (reasonable force) in relation to a child is only permitted for the purpose of preventing:

- Injury to any person (including the child);
- Serious damage to the property of any person (including the child); or

'Injury' could include physical injury or harm or psychological injury or harm.

Restraint in relation to a child must be necessary and proportionate.

Incidents of reasonable force must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log) within 24 hours

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.



We accept that in the course of positive handling, injuries to adults and the child can occur. There is no presumption that in the case of injury or complaint against adults of physical injury that suspension from duty will occur automatically. Each case will be carefully considered by the Principal. A record of serious incidents requiring physical intervention needs to be completed.

There are a number of staff who are trained in Team Teach:

Mohammad Ahad

Luke Lawson Healey

Dorata Zak

Ben Lees

Hannah Gavin

If a child injures a member of staff (for example biting), this will be recorded and the parent will be notified.

## **Confiscation, searching and screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance July 2022.

### **Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated and these items will not be returned to the pupil.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal or by the Principal themselves.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

Where possible, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

When searching a pupil, must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the principal / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

### **Searching pupils' possessions**

Searches will only be conducted by a DSL (Designated Safeguarding Lead). Possessions means any items that the pupil has or appears to have control of, including:

- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

### **Informing parents**

Parents will always be informed of any search for a prohibited item as soon as is reasonably practicable.

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:



- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the principal
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

#### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

#### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the [principal / member of the senior leadership team / pastoral lead] will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

#### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

### **Special Educational Needs and Disabilities**

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for an EHC and those in public care.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

At Broadfield the following will be applied to prevent triggers of misbehaviour:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of the sensory room in the early years

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, Broadfield will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

Broadfield 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 differentiated to cater to the needs of the pupil

The SENCO may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from Place2Be, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

### **Supporting pupils after sanctions**

Following a sanction, Broadfield will consider the following strategies to help pupils to understand how to improve their behaviour and meet the expectations of our school.

- Daily contact with the Pastoral Lead
- Reward chart (for KS1 and less mature KS2 children).
- Behaviour Reports/ Charts / Contracts for KS2
- PSP (Pastoral Support Plan)
- Place 2 Be support

### **Pupil transitions**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

Review Needed September 2024



To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

### **Monitoring**

This policy will be reviewed by the principal and the full governing body annually

## Appendix 1:

### Relationships

The following points are ideas/reminders for staff regarding the development of positive relationships in school.

#### Staff-Pupil Relationships

- Children may have problems they are trying to deal with. No child should be seen as a 'problem';
- When pupils are confrontational it is usually because they are anxious, unhappy, frightened, distressed. Try not to take it personally;
- Try and role model calm responses to pupil behaviour e.g. keep the tone of your voice calm, your body language non-threatening;
- Don't be pushed into reacting to a child's behaviour. If it helps you, delay dealing with an incident until later. Explain to the child that you want to think about what has happened. If you do this never forget to follow it up;
- Always try and deal with confrontation/possible confrontation on a 1:1 basis and avoid opportunities for other children to observe;
- If you realise that you have contributed to a difficult situation it is positive to recognise this with the child;
- Use humour if appropriate – it is important not to include sarcasm;
- Not all strategies work with all children. If one strategy doesn't work, try another. It may be that a child you are having difficulties with has a good relationship with another member of staff. Talk to the member of staff and use their knowledge of what works;
- Be genuine, positive and friendly. Focus on the positive things a pupil is doing in order to improve other areas – don't work to a deficit model;
- Allow for mistakes – any improvement is good for a child who is struggling with their behaviour;
- Try and find out some personal details about what each child likes to do outside school;
- Look for individual, group and class successes;
- Look for the early warning signs that a child may not be unhappy/distressed/likely to struggle and have a plan of how to avoid a crisis;
- Record disruptive behaviours/your concerns.

#### Staff-parent /carer relationships

We believe that parents are the child's primary educator and we are committed to harnessing their involvement and support to improve outcomes for the child. We also offer to support them when behavioural difficulties arise in the home situation. The following points are ideas/reminders for staff regarding the development of positive staff-parent relationships:

- Encourage parents/carers to work within your classroom/use their skills to enhance the curriculum;
- Encourage them to visit the classroom to celebrate their child's achievement;
- If you have to relay 'bad news' about their child's behaviour/performance try and balance it with positive remarks about improvements in the past;
- Speak to parents away from other parents
- If a difficult situation/confrontation is likely to arise between you and a parent/carers, plan an appropriate place to meet which is out of sight of children and other parents but within reach of help from other staff;
- Take notes of parental concerns and read them back to parents to make sure you have a true record;
- Give the parent/carers time to off load concerns without interrupting them;
- Be aware of home situations which might be affecting their mood/response to school;

- Respond to parents as you would like to be approached if you are/were a parent;
  - Always try and end the meeting with a positive remark;
  - As soon as possible after a difficult meeting take opportunity to contact the parent on a positive matter/to inform them of improvements;
- 

## Appendix 2

### Legislation and statutory requirements

- Behaviour in schools: advice for principals and school staff 2023
- Searching, screening and confiscation at school
- The Equality Act 2010
- Harmful Sexual Behaviour
  
- Keeping Children Safe in Education 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

## Appendix 3

## **GOOD PRACTICE**

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

### **Always:**

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

### **Remember to:**

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

### **Never:-**

- Humiliate - it breeds resentment

- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

#### **CHILDREN'S RIGHTS**

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome and valued
- Not to be talked down to-to be listened to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

Targets for behaviour should be very specific and realistic.

“To stay on task at all times” is not a realistic target for the best behaved child let alone a troubled child.

Targets should provide clear consequences for breaking the agreement.

If in doubt, consult your Unit Leader.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

#### **Appendix 4**

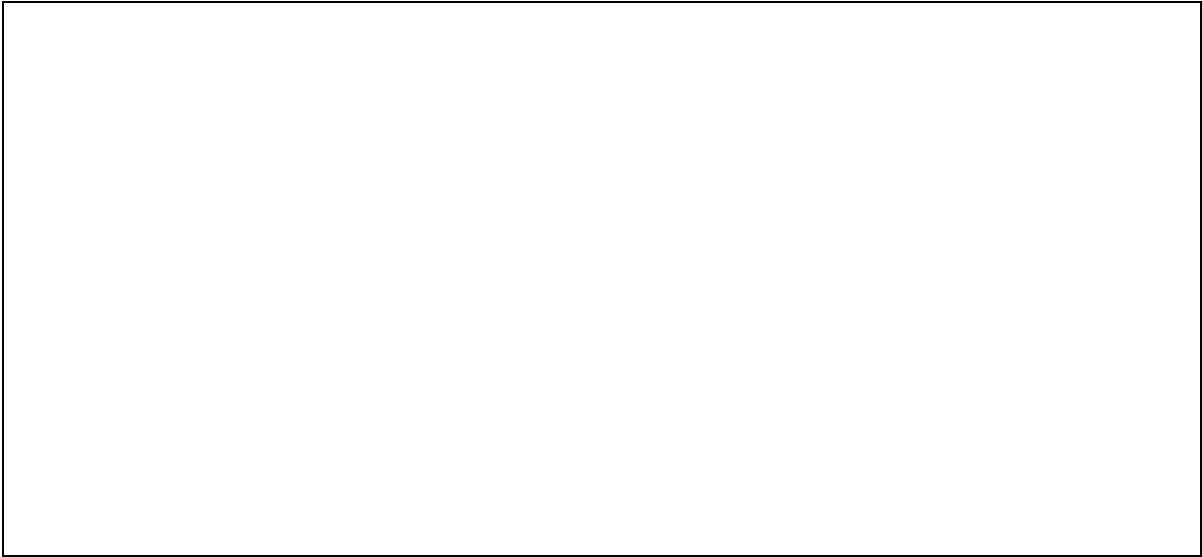
Record of Pupil Restraint





<b>Name of Child</b>
<b>Name/s of Staff concerned</b>
<b>Date</b>

Description of events
What restraint was used
Why was restraint used



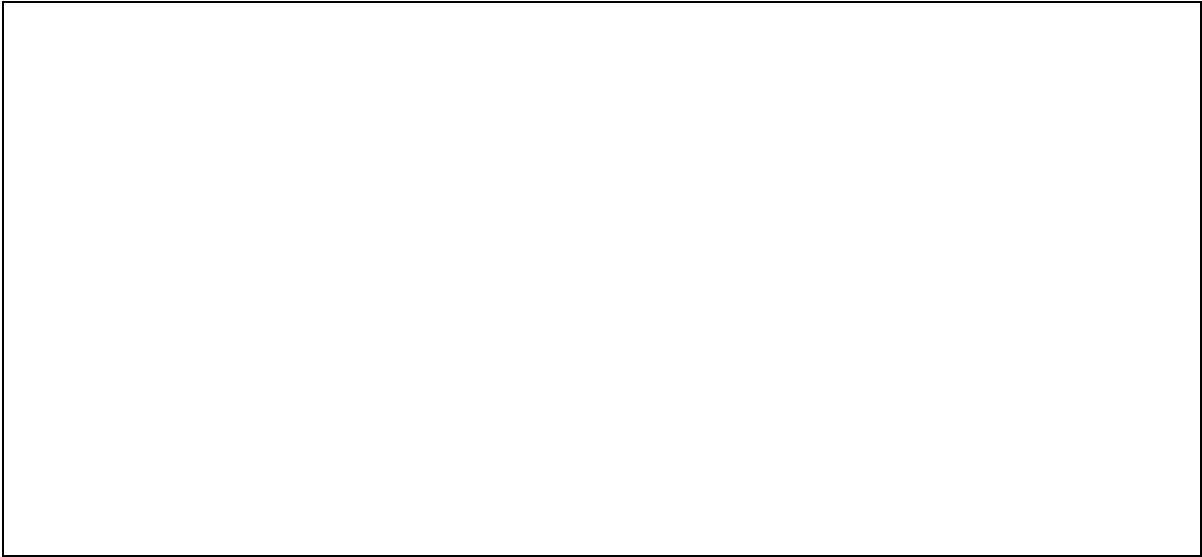
**Please ensure the Principal, Business Manager and first aider are all informed of action.**

## Appendix 5

### RECORD OF INJURY BY CHILD TO STAFF MEMBER

<b>Name of Child</b>
<b>Name/s of Staff concerned</b>
<b>Date</b>

Description of events
What injury/s were sustained
What control measures are in place for the future -



**Please ensure the Head teacher, First aider and Business Manager are informed**