



**BRIGSTOCK
LATHAM'S
CE PRIMARY SCHOOL**

Behaviour

(Statutory)

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<i>Reviewer role</i>	<i>Headteacher</i>
<i>Review date</i>	<i>July 2026</i>
<i>Apporoved by</i>	<i>FGB</i>
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<i>Next review</i>	<i>July 2027</i>

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management inline with our school vision, enabling all children to believe, grow and flourish.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline our behaviour expectations
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rules, rewards and sanctions
- Develop consistent responses to behaviours of concern

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- 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 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles,
- DfE guidance explaining that maintained schools must publish their behaviour policy online

1. Guiding Principles

At Brigstock Latham's CofE Primary School, we aim to create a school family which are empowered to excel by the traditions and Christian values of our community. Our values of Trust, Respect and Courage permeate through all that we do and help all members of the school community to enjoy a nurturing and supportive learning environment.



Through prioritising relationships and building trust between staff and pupils, we are well placed to support pupils to engage with their peers, their learning, the environment, and society in general in a positive way. This deep-seated **trust** supports us to **embrace** new challenges in a supportive environment.



Mutual **respect** is the cornerstone to our approach, with staff and pupils deepening this connection every day. A respectful culture helps us to feel **empowered** to make our own choices knowing we have the understanding of our peers.



The holistic development of the whole child is central to our approach and we are passionate about ensuring that Brigstock pupils are taught effective strategies of recognising, managing and regulating their emotions. By being open and honest about their wellbeing and emotional state, we hope to support pupils to have the **courage** to say how they feel and take action to ensure that their wellbeing is prioritised by themselves and others. Only as a balanced, rounded individual can our pupils **excel**.

We recognise that all behaviour, including behaviours of concern, are a form of communication and so aim to understand the drivers for undesirable behaviours to support children to engage in a more positive way. Using a trauma informed approach, we prioritise positive relationships and build **trust** and mutual **respect** to help pupils have the **courage** to regulate their emotions.

Strong emphasis is placed on emotional health and well-being within the context of high expectations of the standard of behaviour demonstrated around school. Whilst we recognise individual challenges, our approach is **fair and consistent** to ensure that Brigstock is **a safe and happy** place to learn.

2. Expectations

Our guiding principles shape our expectations of behaviour to ensure that we are able to provide a safe and happy learning environment. Giving clear and consistent boundaries and expectations means that all adults and children know what is expected of them. Because of this, at Brigstock Latham's CE Primary School we have 3 Golden Rules. All adults model these expectations and hold children accountable to these clearly and calmly.

Ready

Respectful

Safe

Without pupils that are **ready, respectful and safe** (RRS) we cannot create a learning environment where everyone can excel and demonstrate our core values of trust, respect and courage. All pupils and staff are expected to demonstrate that they are ready, respectful and safe at all times. This will look different at different times and in different locations around school – staff will consistently refer to 'RRS' to support pupils in understanding what is expected of them.

We expect all adults involved in the school to demonstrate positive, respectful behaviour through their interaction with each other and children, modelling the positive social skills we want pupils to develop.

Behaviour of concern is defined at our school as any behaviour which is not in accordance with RRS. This may include (but not limited to) disruption to lessons, non-completion of classwork or homework or poor attitude for example.

3. Roles and responsibilities

4.1 The governing board

The fully governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The full governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with full governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on our MIS, Arbor.
- Develop responses to behaviours based on identified need

4.4 Parents

Parents are expected to:

- Support their child in adhering to the golden rules of 'Ready, Respectful, Safe'
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

4. Promoting positive behaviour

Positive reinforcement is a key component of our provision and is offered regularly adults through smiles and positive body language, descriptive verbal praise, stickers and dojo points. Staff are reminded of the power of language and to use explicit reasons for giving praise to both promote the positive behaviour further and remind others of the expectations. We aim to 'catch them being good' multiple times per day for every child.

We recognise and reward positive behaviour which goes above and beyond our core expectations of ready, respectful, safe in the following ways:

Positive behaviours	Rewards
• Demonstrating our school values of trust, respect and courage • Excellent contributions • Excellent classwork • Excellent teamwork • Excellent manners	• Explicit verbal praise • Stickers • Dojo points and badges • Conversations with parents/carers • Certificates

Dojo points are gathered by children for demonstrating resilience and attitude within work. This are issued via the 'ClassDojo' website where pupils are able to customise their own character. Parents and carers can see the points their child is earning in 'real time'.

House Points are issued for learning behaviours in and around school. These are not just limited to the classroom and can be awarded by any adult at any time in school. The house with the most tokens at the end of each term will be awarded with a non-uniform day.

Puzzle Piece certificates are issued by class teachers and presented in celebration assembly. These certificates are awarded to pupils who have excelled themselves during that period. Certificates can also be issued for demonstrating our core school values of trust respect and courage. Parents and carers are invited to attend and celebrate with their child. Children then receive celebration tea with the headteacher.

Staff may also issue **stickers** to reinforce praise, especially for our youngest children.

5. Managing and modifying behaviours of concern

At Brigstock Latham's aim to help pupils become socially aware of their impact on others and help them learn to take ownership of their actions. Our responses to behaviours of concern are designed to support this approach.

All adults working with children in our school are expected to follow the steps consistently so that responses are clear and predictable for pupils.

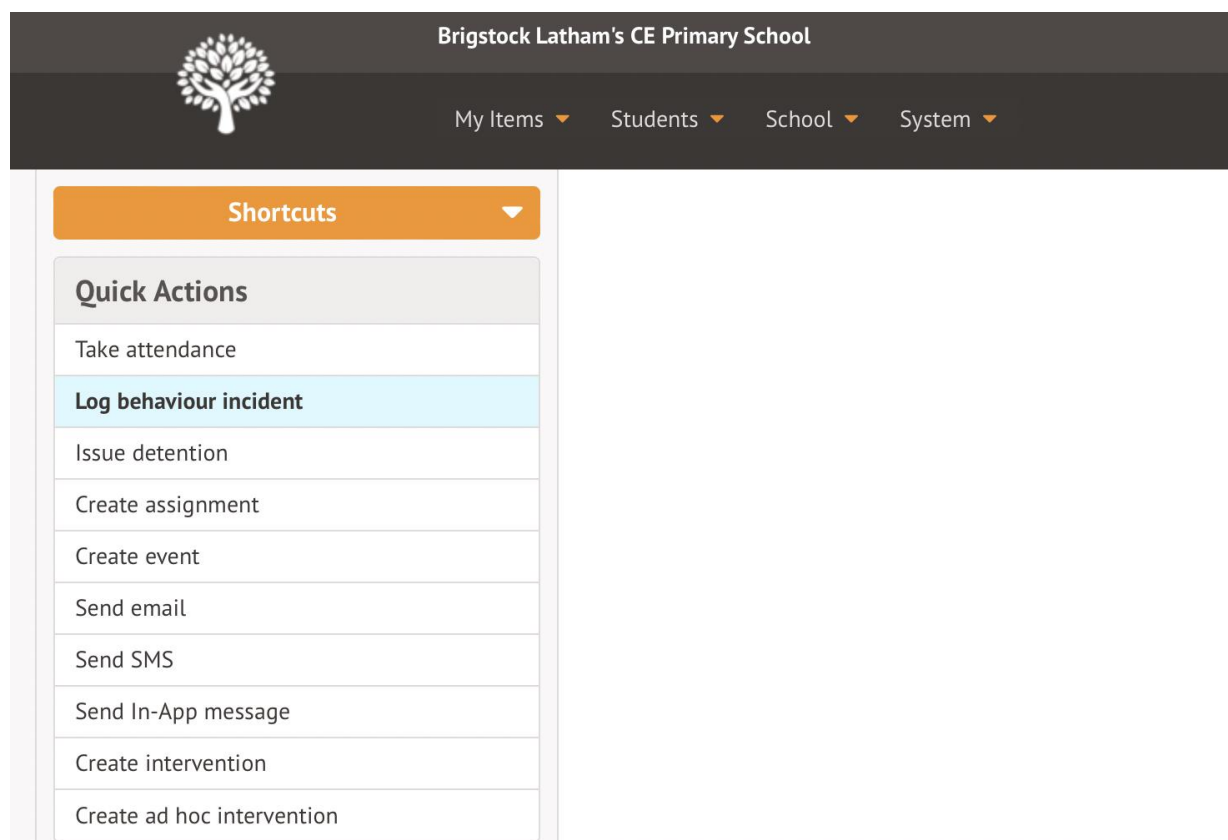
Stage	Behaviour demonstrated	Adult response
1 – address and redirect	A child is not meeting RRS expectations.	• Adult gives a reminder of the three simple rules (ready, respectful, safe) delivered <u>privately and calmly</u> and gives pupils opportunity to adjust this behaviour using one of the following scripts: • <i>You are not ready to learn. I need to see you...(following the agreed routine).</i> • <i>You are not ready to learn. I expect...(to see your table immaculately tidy in the next two minutes).</i> • <i>I don't think that behaviour is respectful. I know you will...(help Kyra to clean the pen off her face).</i> • <i>Thank you for...(letting go of her hair). That behaviour wasn't safe. Let's walk and talk...</i> • <i>I have heard what you said, that was not respectful. Now you must...(collect your things calmly and move to the thinking spot).</i>

		<i>That isn't respectful/ready to learn behaviour. Think carefully about your next step (As the adult walks away).</i> <i>You are not RRS. You need to....(be listening to the input).</i> Give child time to change their behaviours and model correct learning behaviours.
2 – warning	Despite address and redirect, the pupil continues with behaviour of concern and is not RRS.	- A clear and formal verbal choice is delivered privately using the below script, making the pupil further aware of their behaviour and clearly outlining the consequences if they continue. <i>You are now on a warning.</i> <i>If you choose to (complete your work/be respectful/safe,) that would be fantastic.</i> <i>If you chose to continue (being unsafe/not ready to learn/disrespectful) then there will be a consequence and you'll have to (stay and complete this later/discuss with CT at breaktime).</i> <i>I'll leave you to make your decision.</i> Adult to give child take up time – 3 minutes in the calm corner/bench wherever appropriate. Reflect on behaviours.
3 – consequence and next step	The child continues to demonstrate the behaviour of concern.	The pupil now receives a consequence <u>which cannot be removed subsequently</u>. The following scripted intervention is to be used <u>outside the classroom in a 1:1 conversation</u>. <i>You were on a warning but you have continued to break our rule about (being ready to learn, being respectful/being safe) so you will now have a consequence and will have to (consequence as outlined at step 2 – stay and complete, talk to another adult).</i> <i>You still have a choice, if you continue to not follow the school rule of (Being ready to learn/respectful/safe) then you will have more consequences and will have to talk to Mrs Sadler. If you decide to ...(what you want to see) then you will have completed the lesson.</i> <i>Do you remember last week when you... (arrived on time every day/ got that positive note)</i> <i>That is who I need to see today ...</i> <i>Make the right choice.</i> <i>Thankyou for listening.</i> Adult to give child take up time and where possible a few minutes time out of the room to <u>process their choices</u>.

		A record of the behaviour is made on Arbor when a child reaches stage 3.
4 - escalation	Pupil continues to demonstrate behaviour of concern.	- The child is asked to leave the classroom and the following script is used: - You have had several opportunities to make the right choice. We're going to talk to Mrs Sadler about this behaviour. - Pupil is taken to discuss with Mrs Sadler by the <u>adult who has issued the consequences</u> to have a conversation in response to the behaviours demonstrated. - Further consequences may be issued and could include loss of privileges, removal from the classroom for a defined period or suspension. - Outcomes of the conversation will be recorded on Arbor and parents/carers will be informed by Class Teacher at the end of the day.

6. Recording behaviour of concern

Behaviours of concern are logged on Arbor as below:



The screenshot shows the Arbor system interface for Brigstock Latham's CE Primary School. The top navigation bar includes the school logo and the name 'Brigstock Latham's CE Primary School'. Below this, there are dropdown menus for 'My Items', 'Students', 'School', and 'System'. The main content area features a 'Shortcuts' section with a list of 'Quick Actions'. The 'Log behaviour incident' option is highlighted in blue.

Quick Actions
Take attendance
Log behaviour incident
Issue detention
Create assignment
Create event
Send email
Send SMS
Send In-App message
Create intervention
Create ad hoc intervention

Log New Behavioural Incident

Date of incident*	28th Aug 2023	
Event ?		▼
Time of incident*		
Students involved*		▼
Behaviour* ?		▼
Assign to staff member*	Georgia Reynolds (Head Teacher)	▼
Incident summary		
Staff involved	Georgia Reynolds (Head Teacher)	▼
Location		▼
Create as separate incidents ?	☐	

Add Physical Intervention

Bulk action ▼



Student ▼	Staff Member Involved ▼	Method Used ▼
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Details of the behaviour causing concern should be added factually, outlining consequences issued and detailing next steps. The behaviour drop down should be completed with either 'not ready to learn', 'unsafe behaviour', 'disrespectful behaviour' to clearly focus on the rule broken. These are classed as 'level 1' and will be monitored by the Headteacher with behaviour contracts and pastoral support plans implemented as required.

7. Extreme behaviours

Where a child demonstrates extreme behaviour, a sanction will be determined by Mrs Sadler, our Headteacher. Parents/carers will be informed immediately. This will usually include removal of playtime/lunchtime. In severe cases, suspension or exclusion. Any suspension or exclusion will follow the procedures outlined in our suspension and exclusion policy.

We believe that any pupil demonstrating extreme behaviour is communicating an extreme need, socially, emotionally, or otherwise. As such, pastoral support plans may be drawn up in response to the demonstration of extreme behaviour to support pupils in finding more appropriate strategies in the future.

Extreme behaviours may include:

- Repeated breaching of RRS
- Dangerous behaviour such as hitting, throwing, kicking, climbing, attempting to leave site
- Physical assault
- Vandalism
- Theft
- Fighting
- Sexual harassment or sexual violence of any type
- Smoking

In these circumstances, staff may need to use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Staff members are trained in Team Teach techniques to ensure the safety of all in these situations. Full details of this can be found in our positive handling policy.

7.1 Possession of prohibited items

Possession of prohibited items is also considered an extreme behaviour. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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)
- Mobile phones

We recognise that there may be exceptional circumstances where a pupil is required to bring a mobile phone to school however, concealment of a device and possession of a mobile phone whilst in school is considered an extreme behaviour and consequences will be issued as such. Should a pupil need to bring a device to school it must be signed in and out and the main office.

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.2 Bullying

Any form of bullying is also considered an extreme behaviour. Please see our anti-bullying policy for full details of how this is addressed.

Other extreme behaviours may include

- 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
- Racist, sexist, homophobic or discriminatory behaviour

7.3 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

Sanctions for sexual harassment and violence may include removal of privileges, increased supervision by adults, suspension and exclusion.

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 safeguarding policy for more information.

8. Off-site behaviour

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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

9. 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 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 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, 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.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

10. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

10.1 Behaviour Support Plans

Further action may be required if a child still continues to make poor choices. A referral process will need to be followed to allow the class teacher and headteacher to further understand the needs of the child.

Outlined below is the process required to follow for a child who needs a behaviour plan:

Stage 1 - Concerns raised to headteacher

Class teachers must first raise their concerns with headteacher regarding the child. Whilst it is expected that the headteacher will be aware of the behaviour, the Teacher will take evidence supporting their concerns, e.g number of verbal warnings given over a weekly period, to the headteacher. In this meeting, a concern form will be discussed.

Stage 2 - Discussion with Teacher and SLT

Teacher and headteacher discuss the pathway needed to move forward. For example, additional support is needed to better match the provision to the child's needs (to avoid an escalation in the presentation of behaviours) or the completion of an SDQ.

Stage 3 - Strengths & Difficulties Questionnaire (SDQ) Assessment

The Class Teacher will complete a SDQ for the child. The results will be analysed to inform any adjustments to the provision for the child in the class. The provision will be reviewed after an agreed period of time. Following this, another round of provision may need to be put in place or the plan may need to escalate.

Stage 4 - Boxall Profile Assessment

The Class Teacher will complete a Boxall Profile assessment for the child to gain further understanding of their needs. Following this, a detailed behaviour support plan will be put in place. This may include advice from an outside agency. This plan will be reviewed after a period of time by the Class Teacher, headteacher and parents.

11. Safeguarding

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

12. Pupil transition

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.

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.

13. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusions policy
- Safeguarding policy
- Anti-bullying strategy
- Positive handling policy

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.